

Program Review

Outreach/ Information and Welcome Center

Fall 2007

Area 1. CURRICULUM *(if applicable)*

Course Development

- 1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.**

N/A

Course Revision

- 1.2 All courses are reviewed within a six-year cycle per Title 5, Section 55210(b) (3).**

N/A

Other Curriculum Matters

- 1.3 Courses which have not been taught within a three-year academic period are obsolete and have been removed from the college catalog. Courses which have not been taught within a two-year academic period are inactive and have been identified.**

N/A

- 1.4 Where appropriate, courses address issues related to diversity and/or multicultural perspectives.**

N/A

Program Development and Revision

- 1.5 New programs developed during the period under review meet students' needs and are consistent with the college mission and ILOs.**

N/A

- 1.6 Existing programs are revised as needed.**

N/A

Instruction

- 1.7 Courses are taught within the parameters described in the outline of record.**

N/A

- 1.8 Faculty and staff provide innovative strategies to meet student needs and staff development supports the development of these strategies.**

N/A

Scheduling

- 1.9 Course scheduling provides students with reasonable access to meet their educational objectives and promotes strong enrollment patterns.**

N/A

Course and Program Support

1.10 Faculty and staff are familiar with and work closely with other Student Services and Academic Affairs faculty and staff in program development and student referral.

N/A

1.11 Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

N/A

Articulation

1.12 Courses are articulated with institutions of higher education and local high schools.

N/A

College Mission

1.13 The courses and/or program meet one or more of the primary goals articulated in the College Mission Statement.

N/A

1.14 The courses and/or program meet one or more of the college's ILOs.

N/A

1.15 The courses and/or program are consistent with plans articulated in the Educational Master Plan.

N/A

Area 2. STUDENT SUPPORT AND DEVELOPMENT

2.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Outreach is involved in the discussion of implementation of admissions policies. We are especially interested in the registration dates and deadlines for promotion at Outreach events and information at the Information and Welcome Center. We participate in the Scheduling subcommittee of the Enrollment Management Committee to make these decisions.

2.2 The institution provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Through the Information and Welcome Center, Student Ambassadors along with a full time Clerical III disseminate information about programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures. Prospective and currently enrolled students can

call the Information and Welcome Center which is open 8 am-7 pm Monday through Thursday and Fridays 8am-4:30pm. The front counter is also available for in person inquiries.

During the first week of each session the Information and Welcome Center staffs the main lobby of the Student Service Building to field inquiries. We provide three Welcome Tables strategically located across campus in the library plaza, near SC1 and LS1 to accommodate student inquiries. The Welcome Tables provide add/drop slips, schedules of classes, campus maps, event flyers, pens/pencils, and light refreshments to students. Faculty are encouraged to participate in this activity and receive individual flex for their participation.

We use many avenues for delivering information about the college to perspective students. We attend schools and career fairs, make presentations in classrooms, set up booths at community events, meetings, conferences, fairs, and other activities, and we provide promotional materials to support a number of the aforementioned avenues. We collect information cards at these events from prospective students who want to converse with a particular department or program or need additional information. Prospective students may also call in requests for information to be mailed to them regarding the college. We support the Career and Transfer Center by providing the AVC Catalog to other colleges and institutions who have students who might choose to attend AVC.

Any changes in college policies, procedures and programs that are promptly communicated to the Information and Welcome Center are incorporated into our training so that accurate information and referrals can be given to prospective and current students, preventing the sentiment that students “get the run-a-round”. Dissemination of timely and accurate information is of the utmost importance to us.

2.3 The program identifies the educational support needs of its student population and provides appropriate services to address those needs.

When working with students and fielding requests, students often communicate their needs and/or dissatisfaction with college policies, procedures and people. Once received by the Information and Welcome Center, the Director of Student Activities and Community Outreach forwards that information on to the affected areas, divisions, departments and offices.

One of the main functions of the Information and Welcome Center is to refer students to the appropriate office that can provide assistance. To do this effectively the department has developed strong working relations with other departments and offices on campus so that accurate referrals are made.

The Outreach department is involved in a number of important programs that address the needs of our prospective student population. One of these programs is the High School Senior Orientation program, for first year students. Now in its seventh year, this six hour on campus orientation presents general information about AVC, counseling, orientation presentation, Ambassadors' skit, guest lecturers, provides meetings with their respective deans, student engagement presentations and a full campus tour. Each high school busses their students to the campus for the orientation. Students attending must have completed

the application and the assessment. After the orientation, AVC counselors make visits to the high schools to meet with students to create their education plans for the summer and fall sessions. Once this is completed, the student will have satisfied the four matriculation components for priority registration and are well prepared to choose their classes. The number of high school students who attend AVC through the High School Orientation is significant (Appendix A). Between the number of students who attend during this program plus other high school students who ultimately enroll in classes in the fall makes the up the high school yield. High school yield is defined as the number of student who attends AVC in the fall immediately following their high school graduation and the yield is about 36% (Appendix B). This number does not reflect the students who enroll in summer for the first or students who take a semester off and enroll in either intersession or spring, so the high year yield for the entire year is higher. We need to continue our efforts to increase the high school yield.

Another program which supports our students' needs is the High School Counselor Workshop. Outreach has established this annual showcase of AVC programs, policies and procedures to high school counselors so that they may adequately promote and prepare their students to attend AVC. This is a six hour workshop including break out sessions and a campus tour. Break out sessions included in the past have been admissions information, academic and technical programs, education planning, matriculation processes, concurrent enrollment, student support services, student engagement programming, financial aid, partnerships and grants, etc. A continental breakfast and lunch is provided by the college. The workshop averages more than 60 counselors across the districts.

A new program which the department helped create is called iCAN. In the summer of 2007, Title V provided funds for the College Access Network (iCAN) which is an innovative program designed to prepare high school students for college. It is a collaborative effort between Antelope Valley College, California State University Bakersfield and California State University Fresno. iCAN is an opportunity for high school students, as well as their parents, to participate in a series of activities that help the student not only get into college but also to be successful once he or she gets there! In the summer of 2007, a carefully selected group of 50 high school students were invited to participate in academic, cultural enrichment, career exploration and planning, and team building experiences. The iCAN team works with these students for as long as five years or until the student has been admitted to a university and feels confident of success.

During the student's junior year in high school, iCAN students are invited to participate in various educational and cultural opportunities including field trips. Additionally, students may come to an after school Academic Academy, an intensive program to identify students' current skill levels and build study strategies based on individual need. Homework help and other tutorial assistance may be provided.

iCAN will continue to offer Academic Academy and team-building field trips, while expanding on the scope of the activities. Field trips to research labs and other high-tech worksites will be added during summer 2008 before the students' senior year. During the most important transition, when students enter college, the Academic Academy of the previous two years will be combined with a Week of Welcome for those students who choose to attend Antelope Valley College. At this time the new college students will be

introduced to college life activities, support services, and resource availability. Students will have the opportunity to get involved with existing clubs or create student clubs based on their personal, professional, or cultural interests. They will be introduced to the Associated Student Organization (ASO), the college's student government and are encouraged to participate.

The program will continue during the year with all of the previous support and activities but targets college coursework for transfer. Students will participate in two orientation sessions each semester. During their sophomore year students will work closely with the AVC and CSU transfer counselors to make sure they meet all the requirements for transfer. Visits to other campuses will also be arranged. Students will have the opportunity to participate in summer internships and other work experience projects with local industry. The goal of the program is to help student transition from high school, to AVC, to a transfer university seamlessly.

The Ushindi program is another program that the Director helped to create. This program targets increased retention, persistence and success rates of African American students. Details about this program are explained in 2.7.

In planning for the future growth of AVC, the department created a new program in the summer of 2007 for 4th and 5th graders called "I'm Going to College". A number of community businesses partnered with the department to make this a success such as Lowe's Home Improvement, Antelope Valley Federal Credit Union and SMARK Apparel. This program is aimed at increasing the college going rate in the Valley by exposing young children and their parents to college information. There were approximately over 550 participants. Educational sessions included: "College 411" and "College Cash" which focused on the basic principles of going to college and how to pay for it. Additional educational and career exploration activities were held outdoors including chemistry and physics demonstrations, library science, parks and recreation, money management and savings, carpentry and more!

2.4 The program involves students, as appropriate, in planning and evaluating student support and development services.

Student Ambassadors are hired to work the front desk at the Information and Welcome Center to greet and acknowledge all customers in a friendly, professional manner providing quick, responsive customer service. They are responsible for providing superior customer service by assisting students, department representatives, administration, and potential students with the information required to be a successful at AVC. Ambassadors help the Director set outreach priorities for resource needs and program access. They also set-up, attend and represent AVC at a multitude of campus and community events. Student Ambassadors conduct campus tours for individuals and groups of current and prospective students, high schools, middle schools, elementary schools, community organizations, administration candidates, orientation groups, etc.

Student evaluations are used widely in our program. The Student Ambassadors, provide feedback on most aspects of our program. Through their feedback we have created our most frequently asked questions list which is located on our Web Site and created a campus tour which describes the occupants of each building. At our Outreach events,

students assist in the table set up that contributes to the overall look and feel of what AVC has to offer. During the peak registration periods, the students provide feedback that is shared through the Director to other offices on campus that has created confusion for students such as the myAVC portal. A brief user guide was created with the input from the students to help explain how to use myAVC.

Another method used in evaluating our programs and services is from student feedback from High School Orientation. The feedback comes directly from the more than 600 students who attend each year as well as from the high school counselors' comments.

One of our key target groups are the High School Counselors. At the beginning of the planning process of the annual High School Counselor Workshop, feedback is solicited to assist staff in developing topics and information that the Counselors are in most need of and are most interested in learning. In the 2007 evaluation, more than 51% of the attendees found that the subject matter presented was effective. An additional 53.5%, stated that the presentations were useful, while 62.5% strongly agreed that the handouts given along with the presentations were relevant. More than 80% of the attendees stated that the event was well worth their time and participation.

To meet the needs of our students we host One Stop Enrollment events which are geared towards those last minute prospective students and those needing Saturday services. Each event is held on one Saturday morning during the registration cycle. The intent is that students are able to attend the event and maneuver through the four steps of matriculation: application, assessment, orientation and counseling as well as registration and pay student fees. Each prospect coming in strives to achieve this by the end of their visit. Administrators, staff and student workers are on hand to provide concentrated attention to this population of prospects. The results of these efforts have indicated we meet the needs of our students (Appendix C).

We are exploring ways to expand the level of Student Ambassador input. They are currently very visible but we are striving to utilize their skills, talents and experiences as students more to assist in the motivation of prospective students and encouragement of current students. We are looking to achieve this through:

- Additional training;
- Integration of information from the campus community;
- Increase participation and responsibility for Outreach programming;
- Increase the minimal GPA to work as an Ambassador.

2.5 Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

N/A

2.6 The program provides appropriate comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Outreach currently services the following locations:

- AVC Campuses-Lancaster and Palmdale
- Community Agencies across the Antelope Valley such as: Grace Resources, LA County Probation Services, Lancaster Homeless Shelter, Valley Oasis Domestic Violence Shelter, El Nido;
- Local High School and K-8 School Districts;
- Thursday Nights on the Square in Palmdale;
- Antelope Valley Fair in Lancaster;
- Local festival such as Poppy (Lancaster), Almond (Quartz Hill) and Palmdale Fall Festival;
- Cities of Acton, Boron, Lancaster, Lebec, Littlerock, Mojave, Palmdale, Quartz Hill, Rosamond, Tehachapi.

We deliver services through:

- Phone inquiries at the Information and Welcome Center;
- Face-to-face customer service in the lobby and at Outreach events;
- Brochure and promotional materials generated through Public Relations;
- Presentations, orientations and workshops across the Antelope Valley;
- Information booths;
- Welcome Tables;
- Mailings to prospective students, community organizations and institutions;
- City and Chamber Holiday Parades, (won the Palmdale 2nd Place-small float, non-commercial December 2007);
- Campus tours to K-12 students;
- Campus tours to community members and organizations upon request.

A significant way we deliver services to our perspective student is through the High School Orientation program. Approximately 600-700 seniors annually come through the High School Orientation (Appendix A). In 2002, the program began with the high schools busing the students in for a day long experience. In 2005 and 2006, a modification was made and the High School Senior Orientations included the PowerPoint presentation designed by the Counseling department, a series of guest lecturers from faculty across campus, meetings with the respective deans, information and contacts for student services and extended programs, a campus tour and lunch.

Feedback from students indicated that we need to make this more real for students so for the 2007 High School Orientation, a skit that was taped, edited and produced on a DVD was included. The DVD introduced students to look at the first day of a student's schedule, and some of the resources she had at her disposal and some of the pitfalls of first year students. Students watched the DVD and then broke into groups to discuss positive actions, mistakes made, and what strategies could be used in the future.

Based on feedback from students, another modification occurred when we changed the rotating guest lecturer on various subject areas to be more consistent for all students

while providing them valuable and useful information from our Human Development courses that support college student success. A Counselor provided this information and used the text A Master Student in demonstrating the type of course material provided in this class. Lastly, we provided an entertaining DVD of our performing arts programs with excerpts from dance and theater performances. We discussed the holistic nature of these programs which include backstage as well as performance skills and abilities.

Another major activity we coordinate is the High School Counselor Workshop. At this annual event we showcase the college programs and services to more than 60 Counselors in day-long sessions. Participant presenters include the President and Vice Presidents, Deans, faculty and students. Topics have included:

- The AVC Advantage (What AVC has to offer)
- Steps in the Matriculation Process
- Developing an Education Goal
- Counseling and Support Services
- Student Engagement and Testimonials
- Learning Center services
- Partnerships and Grants
- Financial Aid
- New and upcoming projects and programs
- Wrap up and roundtable discussions

As the department continues to reach new and different markets, we continue to look for more opportunities to make presentations and to be visible. Our newest area is with younger students in the elementary and middle school grades. In the summer of 2007, we created a new program targeting 4th and 5th graders called “I’m Going to College.” Approximately 550 elementary school children participated with their parents to learn about college. The program was designed so that each child completed a learning activity assessment in the classroom to determine his or her level of understanding of the major concepts. A sample of the learning activities and results are included in Appendix D. Reaching this age group as well as their parents, positions AVC to encourage future generations of college students.

An additional way that the AVC message is delivered is through the media. The Director and Program Specialists have given multiple television and print media interviews regarding registration, enrollment, programs and college events. This allows us to reach new and different markets.

2.7 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

In 2006, Outreach created Welcome Week activities for students. We provided academic success workshops, The College Road Trip, Student Services resource fair, break out sessions for peer-to-peer exchange of information, and lunch. These workshops were provided in a day long workshop during the week before classes began. Prizes and giveaways were available to students. We encouraged parents to attend with their student. Appendix E outlines the workshop content of each break out sessions as well as the evaluation results. From the evaluation responses, 80% agreed that the event was

helpful and 92% reported that we should continue such activities. In 2007, Student Development and College Activities office planned Welcome Week using the feedback from 2006.

Outreach is also involved with the Title V Co-op Grant. The grant has funded a Student Ambassador and a Program Specialist. We are instrumental in the planning and recruitment of the College Access Network (iCAN), Academic Academy and Skills for Scholars programs that are also supported by Title V. All of these programs target the following:

- Low income students and families;
- Students whose parents did not attend college;
- Hispanic and other underrepresented students;
- Students who are aspiring to become teachers or scientists/engineers.

The Information and Welcome Center supports SOAR High School at AVC which was established in the fall of 2006 as a collaboration of the Antelope Valley Joint Union High School District and Antelope Valley College. The program provides a successful, challenging and meaningful experience for a diverse group of students identified as high ability yet not achieving their potential. The Outreach staff is responsible for supporting the various orientation events held across the Valley by providing an informational table and answering questions about the campus and AVC programs.

Another program the Director helped created and gained funding for is the Ushindi program. Initiated in 2007, the Ushindi (Swahili for Victory, Triumph and Success) program seeks to increase the success, retention and persistence rates of African American students; making them more marketable to both four year institutions and the work force. It serves a target population of African American students who

- Score into at least two developmental subject areas, via the AVC assessment test,
- Are full-time students,
- Have completed the FAFSA,
- Have completed the matriculation process.

The program is comprehensive and holistic in composition, affecting all aspects of the students' life. Students are required to participate in additional counseling, tutoring, mentorship programming, campus life activities, workshops as well as taking courses in cohort groups with other members of the Ushindi program. The Information and Welcome Center has been instrumental in the promotion, recruitment and implementation of this new initiative. The Director wrote the AVC Foundation Grant which provided \$5,000 to support the start up costs, arranged for guest speakers for workshops, and has provided mentors to participants.

In the community we work with the Migrant Education Project, Hispanic Chamber of Commerce, International Heritage Committee, Grace Resource Center, Valley Oasis Domestic Violence Shelter, Los Angeles County Probation Center, Antelope Valley Homeless Shelter, and many others. The populations served in these programs and agencies include Hispanics, African Americans, women, pregnant teens, immigrants and their families, and the displaced and homeless. These are very specific populations of individuals who often have very distinct needs in order to pursue their education.

College programs such as Financial Aid, Disabled Student Services, Learning Center programs and workshops, ESL and GED courses are discussed with prospective students at events and during incoming inquiries. Where available, brochures and handouts are provided or contact information is given.

2.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Many of the agencies that Outreach works with have events and activities that afford our Student Ambassadors the opportunity to be exposed to a variety of cultural traditions and customs. For example, we participated in the Hispanic Chamber of Commerce's "Dias de los Muertos" or "Day of the Dead" a celebration at Palmdale's Poncitlan Square. At this celebration many songs, dances and rituals are performed from various Latino nations as well as indigenous nations.

The institution supports and promotes a diverse repertoire of co-curricular events and activities. Student Ambassadors are encouraged to work with the many committees on campus with regard to Hispanic Heritage Month, Black History Month, AIDS Awareness, Disability Awareness, Women's History Month, Dias de los Muertos, Earth Day, Cinco de Mayo, etc. They assist with the implementation of the events, including set design and staging.

2.9 Student records are maintained permanently, securely, and confidentially, with provision for secure back up of all files, regardless of the form in which those files are maintained.

The Outreach staff currently keeps student information as supplied through Information Cards obtained from Outreach events. These are entered into a database in the computer and the hard copy cards are kept in a locked file. With the implementation of the Banner Recruitment Module, the Outreach staff is currently working on building the tables to utilize the recruitment forms in Banner. The first step is training the staff to navigate Banner and developing information sheets to collect data in the field. This will enable us to maintain records on prospective students, which currently we are doing by hand. With this improved use of technology, we will be able to track the number of contacts as well as effectively follow up with prospects.

2.10 The program systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Evaluations are given for a variety of events and activities such as at the end of the High School Counselor Workshop and at the end of campus tour. As discussed, the Counselor workshops evaluation from the past few years has been the basis for program improvement (Appendix F). Having an ongoing relationship with the High School Counselors, attending their monthly Head Counselors' meetings and visiting them at their school sites has allowed Outreach to use informal as well as formal evaluations to provide updated, relevant and necessary information to the Counselors and their students.

Evaluations of our campus tours have just been implemented as of fall 2007 to help improve the delivery of the tour (Appendix G). From this feedback, the staff created a new training program for the Student Ambassadors in how to conduct campus tours.

In Fall 2007, with the assistance of the staff in the Office of Institutional Research and Planning, we used Survey Monkey to survey the effectiveness of the Information and Welcome Center (Outreach) activities for current students. This survey examined the utilization of services as well as effectiveness of services provided. 538 people responded to the survey which was available online December 5-18. 80% of those responding were female. Almost 40% were white, non-Hispanic, while 24% were Hispanic and 17.3% were African American. More than 77% of the respondents were continuing students. Respondents indicated four areas in which they sought out help from the Welcome Center:

1. General AVC information (61.5 %)
2. Register for classes (46.9%)
3. Apply for college (33.3 %)
4. Apply for Financial Aid (33.3%)

Respondents utilized the services of the Information and Welcome Center on average of two (2) times in a given semester. When asked about the overall satisfaction of the services received more than 95% of respondents were satisfied with the services provided by the representatives. 95% had their expectations met when seeking services. 93.7% reported that the Information and Welcome Center representative assisting them were knowledgeable. 94% responded that with the assistance of the representative they were able to accomplish their goal/task. And more than 80% responded to having a better understanding of college processes and procedures after utilizing the services. Complete survey results including more than 170 individual comments can be found in Appendix H.

Summary and Recommendation

In summary, The Information and Welcome Center/Outreach department has been instrumental in creating and implementing and improving upon campus programs that recruit, retain and help students be successful. The number of community events they attend is phenomenal and allows the community to see AVC in most major community venues. The Educational Master Plan outlines the goals of the department and there is no changes needed.

Area 3. PROGRAM AND STUDENT LEARNING OUTCOMES

3.1.1 Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.

In 2005-2006 the Director of Student Activities and Community Outreach attended a student services training for SLOs conducted by Mira Costa College where we learned the basic process of composing our SLOs. We brainstormed and came up with the initial components necessary.

In 2006, the Director attended a CCCSFA conference where Riverside Community College presented on student services SLOs and PLOs. This presentation gave additional

information with pertinent examples for SLOs. With the inclusion of PLOs it has made the entire process clearer. Upon returning to the campus, the staff was brought together to revisit the existing SLO's.

Correlated to the ILO, Outreach staff has developed the following SLO

ILO 2 – “Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development”

Outreach SLO:

- **COMMUNITY MEMBERS WILL UNDERSTAND HOW TO ACCESS HIGHER EDUCATION AT ANTELOPE VALLEY COLLEGE.**

PROGRAM ACTIVITY IS:

- The Information and Welcome Center will provide information on the matriculation steps via workshops, presentations, community fairs and festivals

EVALUATION/ASSESSMENT IS:

- Information cards will be collected at off campus events
- Surveys will be conducted during peak business times such as registration
- Tracking of prospective students will be implemented via the recruitment module of Banner

CORRECTIVE ACTION IS:

- Information cards need to be revised
- Banner training for existing and new staff
- Build tables in Banner for testing

ILO 4 – “Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.”

Outreach SLO:

- **THE STUDENT WILL LEARN HOW TO ACCESS AND NAVIGATE THE MYAVC PORTAL**

PROGRAM ACTIVITY IS:

- Provide mini lab workshops twice a week for students denoting important features and links for student utilization and success
- myAVC Training will be given during High School Orientations

EVALUATION/ASSESSMENT IS:

- Student evaluations of workshops collected at the end

CORRECTIVE ACTION IS:

- Not yet applicable

ILO 5 – “Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society”

Outreach SLO:

- **STUDENTS WILL GAIN A GEOGRAPHIC UNDERSTANDING OF THE CAMPUS LANDSCAPE.**

PROGRAM ACTIVITY IS:

- Campus tours will be consistent and comprehensive in nature
- Student Ambassadors will be trained extensively on campus facilities, divisions, areas, offices and activities

EVALUATION/ASSESSMENT IS:

- Evaluations will be given at the end of each tour along with a pictorial pop quiz of the campus

CORRECTIVE ACTION IS:

- A new script was developed to train the Student Ambassador to improve the delivery of the tour

3.2 Student evaluations are an integral part of the assessment of program effectiveness.

Continuous program improvements have been a key factor in Outreach. Many of our events are held annually and we incorporate past years evaluations in the planning for the following year's program. We have utilized event evaluations to assist in the development and planning of annual events so that we may meet the needs of our constituency groups. Notably we have implemented alternative presentations, skits, and speakers according to the evaluations of both the High School Counselor Workshop and High School Senior Orientations. For the "I'm Going to College" program, the planning team reviewed the feedback and schedule related to the programmatic aspects of the event and will incorporate suggestions into the planning for the 2008 program (Appendix I).

The results from the current AVC students received fall 2007 through the Survey Monkey indicated that the students were satisfied with the services provided at the Information and Welcome Center. Some of them viewed the Information and Welcome Center as all components of the Student Services Lobby including Financial Aid, Counseling and Admissions and Records as opposed to the Information and Welcome Center Office solely. Some of the comments in Appendix H are indicative of this.

3.3 Job placement data are an integral part of the assessment for the effectiveness of vocational programs.

N/A

Summary and Recommendation

The recommendations from the surveys indicate that overall the Outreach department is meeting the needs of the community. When ever there is suggested area for improvement these are incorporated into the planning for the following year.

We will need designated funding and personnel to continue producing events for the K-12 populations. The community has requested that we do more such as implement "College: Making it Happen" at AVC. This is a day conference for 6th -8th grade students on college information and choices. To develop additional programs like these, there needs to be support, both in human resources and funding, to expand these high quality programs.

Area 4. PERSONNEL AND SUPPORT SERVICES

4.1 The ratio of full-time to part-time faculty and staff provides students with a quality of instruction, and services consistent with students' needs and goals of the program.

Since the last Program Review a number of changes have occurred in the department. In 2003 the Welcome Center moved from the Admission and Records into the Outreach Office and the name of the office changed to Information and Welcome and the Outreach Office. Prior to this move there were two full time clericals who staffed the Welcome Center. At the time of the move, one clerical retired and the other was reassigned to duties within the Admissions and Record department. Neither personnel nor money came with the Welcome Center in the move. The Outreach department had one clerical position that remained, along with one faculty coordinator and Student Ambassadors.

In 2004, the office structure was revised again after the faculty coordinator retired. The position was moved into the Confidential Manager's group and a Director of Student Activities and Community Outreach was created and hired to meet the challenges of the outreach efforts as well as the need for student life and engagement events and activities. The office now uses the names Information and Welcome Center and Outreach interchangeably.

In 2006, it was proposed in the reorganization that the Information and Welcome Center and Outreach return to the Admissions and Records office under the Dean of Enrollment Services (formerly, Dean of Admissions & Records). The responsibilities of student activities would no longer be a part of the job duties. The Director of Student Activities and Community Outreach would then have a title change which would split the job requirements between student activities and community outreach. As Director of Community Outreach, all of the Outreach and recruitment duties would remain. A separate Director of Student Activities would then be created, hired and housed with the Dean of Student Development and Services (formerly, Dean of Student Services). This phase of the reorganization has not occurred yet.

The Information and Welcome Center (Outreach) has acquired two additional staff members for support of Outreach functions. Two Program Specialists, one with district funding and the other from Title V, were hired in the 2006-2007 school year to meet the growing demand for the college to be represented across the 2,000 square miles of district territory. These positions recruit students from the designated target markets identified in the Marketing Plan through the Enrollment Management Committee, so that we meet our allowable growth targets. With the end of the Title V grant, the district will need to incur the cost of the second Program Specialist to ensure that the advancements in Outreach are continued, especially with the current increase in events and activities expected for the Palmdale location.

The department currently has one Director, two Program Specialists, one Clerical III and a number of Student Ambassadors. We will not be able to provide the same level of service if the district does not assume the funding for the second Program Specialist. Additionally, we are not serving the outlying areas of east Palmdale as best that we could and would need one more Program Specialist to focus on Palmdale Outreach and

additional Student Ambassadors. It is also our desire to increase our presence at our feeder high schools as well as explore other outreach activities for students in the younger grade levels. Additional staff will be needed for this to occur. This increase in personnel is supported in the Educational Master Plan, p. 288.

4.2 The ratio of full-time to part-time faculty and staff provides adequate personnel responsible for program evaluation and revision.

Having adequate staffing in the office and available for Outreach events and activities is imperative. Our events extend to distant geographic locations. Often there is little advance notice so availability of multiple staff members is a greater asset. As we have increased the number of locations being served by Outreach, the additional staff to cover those events has served the institution well. Target populations for Outreach and recruitment include K-12, Lancaster regional population, Palmdale regional population, Hispanic serving organizations, business and agencies and other locations where we meet prospective students. The number of events is listed below.

Year	Number of Events
2004-2005	43
2005-2006	62
2006-2007	102
2007-2008* (as of 12/07)	92

With increased staff and Student Ambassadors, more programs and services can be provided and a stronger presence can be made at each of our feeder high schools and in Palmdale.

4.3 There are adequate full-time faculty and staff to meet program needs.

The addition of two program specialists has enabled us to tackle a multitude of markets underserved by simply having one Director. For example: fourth and fifth graders, Latino/a organizations, high school students, middle school students, etc. Along with departmental staff, we solicit volunteers and participants across the campus to assist in events and activities. Faculty assist at events such as the Welcome Tables, information booths at Thursdays on the Square, and the Antelope Valley Fair. Faculty also present at the High School Senior Orientations and specialized tours for various age groups. This enables the department to more effectively utilize Student Ambassadors and departmental staff at a wider variety of Outreach opportunities.

4.4 There is adequate support staff to meet program needs.

The Welcome Center was initially comprised of two clerical assistants. One retired and the other stayed with Admissions and Records in the reorganization of 2003. Now the office has the original Outreach support staff member, who is the Clerical III, and who has assumed additional responsibilities. This person is responsible to support the Director as well as manage day-to-day activities and operations of the office including preparation assistance for Outreach events and activities, Program Specialist support and

Student Ambassador tasks and assignments. Student Ambassadors assist in the office handling incoming calls, mailings, totes building, registration activities and myAVC help, Welcome Tables and overall guiding students in the matriculation steps. Because of the flexibility of the Student Ambassadors, we are in need of additional help in this area to support the full time staff members in the office.

Additionally, we are open until 7 pm four nights a week and there is no full time staff to assist the Student Ambassadors in serving our evening students. Most often the Director and Program Specialist are holding events in the evenings at off campus locations. There is a need to have one more additional clerical staff member to supervise the evening Student Ambassadors. This will be requested through the next budget cycle.

4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the program as well as the professional development of staff.

The Outreach staff has had several opportunities to enhance our skills and develop professionally. Professional development has included training for ShoreTel telephone hardware and software, myAVC, SARS, Banner Summit, Financial Aid, Macromedia Contribute, cart training, Prevention of Absenteeism and Abuse of Leave, Anti-Sexual Harassment, Managing the Marginal Employee, Managing Grievance Issues, Partnerships to Promote Student Access and Success, Customer Service, Excelling as a Highly Effective Leader, 7 Habits of Highly Effective People, Excelling as a First Time Manager, Prevention of Work Related Injuries, stress reduction, health and nutrition, tolerance, and the like.

Student Ambassadors receive training on myAVC, driving the cart, customer service, and campus programs, policies and procedures. Each winter there is a retreat where all Ambassadors spend concentrated time focused on the knowledge and information necessary for their productivity and effectiveness in the Information and Welcome Center and at Outreach events.

We participated in a number of state wide conferences focused on Outreach. A large team from AVC attended the California Community College Outreach All-Stars Conference with other teams from community colleges across the state to discuss outreach and recruitment methods and measures, marketing and strategies to improve yields and financial aid participation.

Beginning in 2005, we participated in the BEST Collaboration Conference which is a collection of collaborative partnerships across the southern California regions who share information, best practices, program plans and strategies in an effort to create stronger programs and dialogue for a college going culture movement. UCLA initiated the series of conferences which span in topics from parent centers to program particulars. AVC participates in this conference as a member of the AV Higher Education Consortium.

In July 2007, the Director and Program Specialist, along with a small group of faculty and staff attended the International First Year Experience Conference organized by the University of South Carolina's Students in Transition Center. The conference explored

various strategies, plans, pitfalls and successes of comprehensive first year experience programs globally. AVC's interest in attending was to explore other programs with regard to strategies for success and persistence of students in their first year of post secondary education. Our findings concluded that much of what we already offer on campus meets the requirements of a successful program such as courses on college success (HD course series), Learning Center activities (tutoring, SI, centers, early alert), and student engagement. Where we are lacking is a cohesive and marketable menu of these services being provided to the students as well as student advisors and peer-mentors and a Coordinator to be the liaison between the managers, faculty and staff of the services and the students who desperately need them.

The staff attended two state wide conferences on retention and success for African American students. This series of conferences looked at best practices and effective strategies for reaching the African American student, especially the African American male student. The information obtained from these conferences was used to create the Ushindi program. More about the Ushindi program can be found in section 2.7.

4.6 Full-time faculty is actively involved in the process of hiring and evaluating faculty.

N/A

4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

The Director follows appropriate and timely evaluation processes for classified staff as set forth by the Classified Contract. Staff members are asked to set incremental goals and discuss their needs in order to achieve those goals. Staff members are asked to submit self evaluations as part of the evaluation process to create a more collaborative means of assessing knowledge and production benchmarks.

Part of the evaluation process is feedback for event evaluations to assess the overall effectiveness of staff members. Participants are asked to provide evaluative measures of how the event was conducted, what information was provided, how knowledgeable and organized the staff member was in presenting the material and what recommendations they have for improvements. This information is shared with the staff member and used to provide additional training if needed.

Student Ambassadors are provided with on-going and benchmark feedback targets for appreciation and improvements. This comprehensive plan has the following steps:

1. Student Ambassadors shall have a progress report evaluation 30 days from the time of hire. (This will include what the Ambassador's understanding of his/her position is, and also to find out what additional training will be needed to assist the Ambassador in fulfilling their employment goal.)
2. Student Ambassadors shall be evaluated at 90 days for proficiency and critiqued on their performance thus far. This is an opportunity to provide feedback from event evaluations.

3. Student Ambassadors are also evaluated at the end of each semester. At this time the Ambassador can submit their self evaluation in addition to closing out the term with a critique of their overall progress in all areas. Grades will also be reviewed at this time. Through out the semester the student's unit load is reviewed at each drop deadline to ensure compliance with AVC's Job Placement policies and procedures for student workers.

4.8 The evaluation processes assess effectiveness and encourage improvement.

Through the evaluation process of staff and student ambassadors, goals are identified and corrective action plans are created. Positive feedback is given to support the staff and rewards are given.

Summary and Recommendation

As supported in the Educational Master Plan, one of the greatest assets of the Outreach department is the personnel. A great deal of well spent effort is placed here. The relationships that are developed and cultivated are what help to send the positive message about AVC. This is the same for full time staff as well as Student Ambassadors. Having more trained personnel who can clearly communicate the message and understand the specific details about the college, helps to improve AVC's image in the community. Constant feedback is used to look at not only what the message is, but how it is delivered. Staff professional development is a key priority and resources are spent to ensure staff growth and development.

Area 5. FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1 Facilities are appropriate for effective teaching, learning, counseling, and/or other services.

We currently occupy a shared space with Financial Aid. The space provides two counter windows, one for the Clerical III and the other for a Student Ambassador. There are three private offices, one for the Director and one for each of the Program Specialists. Additionally, the office manages four computers and a printer located on the opposite side of the lobby. Our storage facilities are located behind the stage in the SCT building and SSV 174, although SSV 174 is unusable at this time due to a mold issue. It is closed and waiting for reengineering. In lieu of that space some of our items are temporarily being housed in the student trustee's office and in an outdoor container. Having items all over campus creates challenges which hopefully will be eliminated soon.

Currently, we have planned a new Student Services Building affording us an office for one Director, two Program Specialists, a clerical assistant, four work spaces for Student Ambassadors, a front counter for receiving student and community inquiries, a storage area, conference room for training and meetings and a multipurpose room.

5.2 Equipment and technology are appropriate for effective teaching, learning, counseling, and/or other services.

Title V funds provided three laptops for registration-on-the go in Outreach. With two of the laptop computers we are able to provide wireless access to prospective students so that they may browse the website, complete a college application or access financial aid information. Title V also provided a small portable projector so that computerized visual aids and presentations are available to Outreach staff as we travel across the Valley.

Matriculation provided four computers in the Student Services lobby and a printer for students to access myAVC, register for classes, access financial aid information and complete the application process. Students utilize this service regularly especially during peak registration times. Student Ambassadors are responsible for assisting students in navigating the above mentioned web pages. A challenge that has been prevalent with these computers includes but is not limited to students forgetting their passwords and disabling their accounts denying them access to myAVC. ITS implemented security questions so that students may reset their own passwords to assist in this challenge. ITS also provided a direct access telephone line to the myAVC helpdesk at the computer site which allows students to call for help in resetting their password. The limitation to this is that the helpdesk has limited hours of operation.

Our office now has access to update and change our webpage on the AVC website. This has afforded us the ability to place news and information pertinent to students across campus and the community. We offer Frequently Asked Questions, links to high traffic pages according to the FAQ's and information on Outreach events and activities. The Director was trained on Macromedia Contribute 3 in order to carry out this function.

In 2008-2009 we plan to implement the use of the Banner 7 recruitment module which will allow us to streamline the tracking of prospects and our success rates of those who apply and attend AVC. In Fall 2007 we met with a SunGard HE consultant and began the training and preparation to test the coding and function of the module. Intersession 2008 will be the training, planning and building of the tables and forms for testing the module. Spring 2008 will hopefully be the testing semester. This is necessary since we are currently recording our mailings to prospective students via paper files. General contacts made at events are captured via the information cards a prospective student opts to complete. We are currently reliant upon the availability of Admissions and Records or Counseling's Technical Analyst to pull data and run reports that may be useful for our planning and implementation. The Banner recruitment module will allow us to be more self-reliant with our data needs.

New equipment came last year with the purchase of a designated vehicle assigned to the Outreach department. We identified this need in the Educational Master Plan and we have benefited greatly from this addition. The vehicle allows staff members to travel the Antelope Valley with all the materials needed such as totes, tents, tables and chairs for any Outreach event. We have the opportunity to cut down on the time spent loading and unloading general use district vehicles and to keep stock in the vehicle and accessible to staff. This has been a great asset to the department, although another vehicle will be needed in the future to support the staff (Educational Master Plan, p. 291).

5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.

We are located in the Student Services Building main lobby between Counseling and Financial Aid. We occupy two windows at the front counter of our location and three private offices for staff. Space is limited which often presents a challenge when attempting to conduct mass mailings, telephone campaigns or speak to students who have questions of a sensitive nature. The close proximity to the other office does help in referring students to other matriculation related offices and departments and fosters relationships with these areas.

The office location is recessed in the back and not up front by the main lobby doors, and therefore, not centrally located up front and center making it difficult for students to find us in a very crowded lobby; we are often lost in the shuffle. We are exploring various avenues of centralized placement in the lobby to increase visibility and improve service and direction to students. The area Dean and facilities manager are looking at placing a temporary kiosk set up in the center of the lobby as the first point of contact for students entering. This will mimic the DMV concept with a “Start Here” designation to better serve students. Until this time, we serve students during peak registration times by having Student Ambassadors roam the lobby and walk lines in order to welcome and assist students.

The back stage in the SCT building is currently utilized for holding brochures, materials, promotional items, tents, tables, chairs, displays, table cloths, decorations, props, etc. An additional storage room has been condemned, SSV174 due to mold. The room is currently waiting re-engineering to restore it to a useful condition and when refurbished will help alleviate some support space issues.

In the facilities plan for a new Student Services Building the Information and Welcome Center would be front and center on the main floor and would increase the number of offices by three. We would gain access to a conference room, a multipurpose room, a loading dock and a local storage room.

5.4 The safety of the facilities and equipment are reasonable and adequate.

Due to the lack of space and the crowd conditions, it is often possible that someone can get hurt. Materials are stored in hallways and in offices due to the lack of space. With the completion of SSV 174 we should be able to remove most of the safety concerns temporarily, but the problem will not be totally eliminated until the new Student Service Building is constructed.

Summary and Recommendations

As indicated here and in the Educational Master Plan, space is a critical issue. Our mission and purpose it to take AVC on the road to others in the community to encourage them to think about attend college. Without the ability to store needed equipment and produce quality materials, we send the wrong message. We need space to greet students at the Information and Welcome Center so that high quality customer services can be

provided. The new Student Services Building slated for 2012, is designed to provide what is needed but until that time, changes need to occur to help meet the current need.

It is critical that SSV 174 be remodeled immediately. The plan completion date is summer 2009, but at this time, no visual action has occurred. We must have more storage space to remove potential safety issues in the office.

Area 6. FISCAL SUPPORT

6.1 During the period under review, resources have been used effectively to support programs and services.

The Information and Welcome Center (Outreach) provides accurate information and appropriate referral services about college programs, services and procedures to students, faculty, staff and the community at large in a manner that is pleasant, inviting and effectively reaches out to both traditional and non-traditional students for the purpose of recruitment, matriculation and retention at Antelope Valley College.

In the Educational Master Plan the following is listed as the short term 3-5 year goals:

1. Increase frequency of Outreach efforts to target populations to meet growth projections of the college
2. Expand the Student Ambassador Corps to mentor/role model for prospective students
3. Demonstrate to prospective students that AVC is a viable first choice for higher education
4. Establish a first year experience program ran by Student Ambassadors
5. Establish annual community information events on going to college
6. Expand our campus tour program to a more systematic, predictable campus-wide engagement in outreach activities

Listed as long term 10 year goals are:

1. Outreach will be a comprehensive campus-wide venture utilizing all facets of students, staff, faculty and administrators strategically to meet campus, community and institutional growth expectations
2. Recruitment and retention duties assigned to Student Ambassadors to increase effectiveness of both efforts
3. Kinder to College program will be established

In December 2004, it was speculated that the Information and Welcome Center and Outreach had approximately \$20,000 embedded in the Counseling and Matriculation budget. This was money that was separate from the salaries and benefits. By fall 2006, a separate account number and separate budget location had been established for Information and Welcome Center and budget requests ensued for the department.

Since then, the office has acquired more than \$63,000 for operational expenses including \$17,000 for Student Ambassadors. In 2007, we received more than \$8,000 for the purchase of a dedicated vehicle for Outreach events and activities.

Operational funds are used to support direct mail campaigns, registration fees for Outreach events and activities, data processing and management. Marketing and promotional items

are purchased in efforts to raise the visibility and awareness of AVC. In participating in the vast amount of community and campus events, these items serve as a tool to outreach to prospective students. Such items include visual displays, brochure holders, giveaways including but not limited to pens, pencils, key chains, highlighters, whistles, magnets, memo pads, etc. Funds are used to support the implementation of new college events and activities such as, but not limited to “I’m Going to College”, Welcome Week Activities, Fall Academic Convocation, etc. that assist in increasing recruitment and retention rates. Maintenance and gas on the Outreach vehicle is provided by the district.

Student Ambassadors are utilized to staff the Information and Welcome Center front office, Outreach events and conduct campus tours. The increase of funds will off set the increased numbers of hours needed to staff the additional Outreach activities and events as the college continues to build towards its growth. To achieve this, additional hours are required for adequate initial and on-going training of the Student Ambassadors. In addition to building Outreach efforts, Student Ambassadors are necessary to implement efforts to use peer-to-peer mentoring for retention efforts as stated in the Matriculation Plan and in discussions in Enrollment Management Committee, Student Success and Equity Committee, and campus culture sub-committees respectfully.

Hourly employees are sometimes necessary during peak or seasonal ebbs of our calendar. They partner with staff on the planning and implementation of student engagement events and activities as well as Outreach events and activities and presentations on college information, getting into college and funding your education.

With the sports utility vehicle we are better able to reach out to the Antelope Valley College District which spans 2,000 square miles. Two representatives have averaged 250 miles a month respectively during core Outreach months. This is indicative of the amount of miles required to reach our local high school district. We are out in the field weekdays and weekends. With the opportunity to grow the Palmdale site to 1000 FTE, a reliable and accessible vehicle has been beneficial to accommodate equipment and personnel in traveling to the southernmost part of the Valley and other outlying venues. The sports utility vehicle dedicated to Outreach helps our efforts in transporting totes, tents, tables, chairs, etc. to schools and community events.

The program will not be able to be maintained at the current level within the budgetary allowances of the last three years. More people in our service area require us to participant and share promotional materials and information about the college. We have relied in the past on VTEA funding for all of our Technical Education brochures produced in Public Relations. We currently do not have brochures for the academic degrees and programs and we need funds to replace the Technical Education brochures. The increase in events also increases the amount paid in participant registration fees. Many agencies no longer accommodate our request to waive their participant registration fees. In addition, we will also need to upgrade laptop software and wireless capabilities to ensure that each Specialist has the necessary equipment to stay current with outreach and recruitment tools and technology.

In growing our office, we have taken on a much younger target base, providing information to students as young as 9. This requires additional funding for event

management and expands our need for a variety of age appropriate materials. This suggests an additional cost in the promotional materials as well as instructional materials.

There will also be the need to assume the salary of the second Program Specialist as the Title V grant ends in 2010-2011. Also, with having a younger target audience we will look to hire an additional Program Specialist to focus more intentionally on their special needs and the needs of their parents.

6.2 Current and anticipated funding is adequate to maintain high quality programs and services.

The department budget needs to be increased. The current budget of \$63,000 (not including salaries and benefits) comes from District as well as a variety of other sources. Title V funding has provided Outreach with the funding for one Program Specialist, but the funding ends in 2011. Finding district funding to continue this position after this time is a priority for survival of this department. Additionally, Title V funded state-of-the-art equipment. We have received three laptop computers and one portable projector which have increased our presentation power and sophistication. But in time these will need to be upgraded or replaced and funds need to be allocated.

Through Matriculation, we receive funding for Outreach events, activities and materials. There are a lot of competing needs for these funds and it is necessary that Outreach continues to receive a portion of these funds.

VTEA funding was acquired by The Office of Public and Governmental Relations for the production of Technical Education brochures and tri-panel display boards. These items are an excellent addition to Outreach materials and have won awards in the college media sectors. They are easily accessible and provide students with quick access to their areas of interest while showcasing the high quality of programs offered by the college. Funding is needed to develop similar materials for all AVC programs and services so that we can promote a visually pleasing message to the community.

Through Matriculation funds, an automatic phone system, SARS, was purchased. Outreach will utilize this system to contact potential and existing students about important college dates, events and activities. Thousands of students can be called in a matter of minutes.

6.3 Anticipated funding is adequate for the development of revised and new programs.

For the department to grow and create new programs, additional resources will be needed. With an expanded staff we will need additional projectors and portable screens, display backdrops, banners, portable lights, chairs, carts, and brochure holders to complete our presentation toolbox. Replenishing materials are also needed such as totes, tents and table cloths.

The Outreach team, including the Student Ambassadors, needs funds for uniform apparel. It helps make a statement to enter a classroom of high school students, or a room full of community members, etc. in polished collegiate attire and all members unified by the attire. Polo shirts (short and long sleeve) and jackets would make a positive lasting

impression visually on perspective students. It says we are a collegiate, professional, and unified group. Uniforms make the Outreach team members identifiable at crowded events.

We will need fiscal support as mentioned previously to replace the loss of the Title V funding in 2010-2011 as the grant comes to an end. The Program Specialist will need to be moved to district funding so that we can continue the Outreach efforts in the community for the college. It is also projected that the two Program Specialist positions may not be enough to meet the needs of the growing community. A third Program Specialist will need to be considered (Educational Master Plan, p. 288).

Summary and Recommendations

Fiscal resources have been hard to come by, but the need for Outreach to function has been understood and supported. We have done great things with little money but the need continues to grow. The more we do the more we need to do. The funding for the Title V funded Program Specialist is of highest concern. But even if this position is funded by the District, it will not help us to expand into the new markets, younger students and focus on the needs of our Palmdale site. We also need funding for one additional clerical for the evening hours at the Information and Welcome Center.

With additional funding for more Student Ambassadors, we can have them assist in producing events, workshops and forums and to be assigned a caseload of peers to help them in their academic, social, political, and cultural progress while at AVC. Having students hold other students accountable to contact, monitor and encourage them has proven to be great retention strategies.

We also need more space as clearly outlined above. At the time the Educational Master Plan was written we understood that SSV 174 would be restored and be able to be used. At this point, almost 10 months later, no visible action has taken place and the need for storage is critical. Efforts must be placed on Facilities to complete the remodeling of SSV 174 immediately.

Area 7. COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.1 Staff maintains appropriate links with community.

In 2006-2007 our office made approximately 270,695 contacts across the community, an 11,060 (4.1%) increase over the 259,635 contact made in 2005-2006. We have made every effort to be diverse and expansive in our participation in school, community and business events. We look for every opportunity to be involved in a myriad of cultural and social events to increase the diversity of the college's population. Title V has afforded us additional resources and staff to expand our market. We participate in High School Head Counselor meetings, Chambers of Commerce meetings and events, social and cultural organizations, and event committees. We make high school classroom announcements and presentations, hold school assemblies, graduations, and attend sporting events, street festivals, fairs and more. Appendix J is a sampling of the events that typically occur each session throughout the year, along with the estimated total number of attendees at each event and/or activities.

7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs.

In addition to all the other activities conducted by the Outreach department, we make a variety of presentations and hold how-to workshops for many different organizations and groups. We produce and participate in the production of activities which will educate and guide prospective students towards higher education. We also host groups and individuals for campus tours. Much of what we do requires raising the community's awareness of the college and its programs.

Working with the Public Relations and the Marketing Task Force we have been able to develop a suite of brochures for our Technical Education programs, create backdrop displays, posters and a postcard series for distribution to the high schools. An effort has been made to have general brochures translated into Spanish, including the 10-step and ESL brochures. Financial Aid orders pamphlets in Spanish to meet the needs of the community.

We created and held in summer 2007 "I'm Going to College" event on campus. Community and business partnerships helped to produce a day of workshops for fourth and fifth graders and their parents on the importance of higher education and early preparedness.

We present at local homeless shelters, teen pregnancy and probation agencies informing them about the opportunities at the college and assist their clients with the matriculation process.

7.3 Where appropriate, advisory committees meet regularly and support the development of programs and services.

The Director participates in the following advisory committees:

On campus:

- Banner Student Team Committee
- Black History Month Committee
- Calendar Committee
- Cinco de Mayo Committee
- Enrollment Management Committee
- Enrollment Management Sub Committee: Marketing Task Force and Scheduling
- Latino Advisory Committee
- Matriculation Committee
- Student Success and Equity Committee
- Pathway Advisory Committee

Off campus:

- AV Higher Education Consortium (Served as Chair 2006-07)
- Career Prep Council
- International Heritage Festival Committee

These committees are the eyes and ears collectively for Outreach. They afford us insight into targeted markets and their needs so that we may make use of that information when planning, producing and participating in events and activities. Some afford us access to data sources and community contacts which may not otherwise be available to us for utilization.

Summary and Recommendations

The Outreach department continues to increase the number of events they participate in the community. This is one of the main missions of the department, and we have accomplished a great deal. The Director serves on a number of community advisory boards to ensure that the community thinks of AVC at all times.

Area 8. STATE AND FEDERAL COMPLIANCE

8.1 Program adheres to all state and federal guidelines.

N/A

8.2 Program adheres to all college policies and procedures.

Through our consistent trainings and meetings, we make sure that all the college policies and procedures are followed.

APPENDIX A –

HIGH SCHOOL	# Attended Orientation						online	
	2002	2003	2004	2005	2006	2007	2006	2007
ANTELOPE VALLEY	53	55	83	48	53	55	0	0
BETHEL CHRISTIAN			8	1	12	2	0	0
BORON	20	14	15	8	4	10	0	0
DESERT	16	16	22	14	6	7	3	1
DESERT CHRISTIAN	72	58	48	58	54	67	0	0
DESERT WINDS	18	3	0	0	0	0	0	0
HIGHLAND	101	109	87	72	91	104	2	3
LANCASTER	77	81	88	118	100	91	2	1
LITTLEROCK	81	97	81	50	65	21	0	0
MOJAVE	24	12	16	11	13	6	0	0
PALMDALE	90	113	109	42	102	78	13	1
PARACLETE	85	83	82	66	46	42	0	0
QUARTZ HILL	94	138	102	75	72	62	1	10
R REX PARRIS	0	0	0	9	0	0	0	1
ROSAMOND	37	38	34	38	45	47	0	1
TEHACHAPI	15	16	13	13	24	1	0	1
VASQUEZ	21	22	8	3	0	0	0	0
<i>OTHER:</i>								
MONROE		1						
SERRANO		3						
BURMINGHAM		1						
CALVERY CHAPEL CHRISTIAN		1						
CHARTER ACADEMY			1					
HOME SCHOOL		3	2					
OPPORTUNITIES FOR LEARNING			1					
JOSHUA CHRISTIAN			1					
PHOENIX								
PETE KNIGHT						50		3
UNKNOWN						14		1
	804	864	801	626	687	657	21	23
		+60	-63	-175	+61	-30		
2006 Grand Total w/online							708	
2007 Grand Total w/online								680

APPENDIX A -

HIGH SCHOOL	# Students Counselors Advised					
	2002	2003	2004	2005	2006	2007
ANTELOPE VALLEY	53	68	25	36	53	48
BETHEL CHRISTIAN		8	8	1	12	0
BORON	20	5	17	6	3	8
DESERT	16	24	25	17	9	8
DESERT CHRISTIAN	72	26	45	52	53	64
DESERT WINDS	18	3	2	0	0	0
HIGHLAND	101	70	61	58	75	84
LANCASTER	77	64	49	117	89	73
LITTLEROCK	81	62	54	39	42	8
MOJAVE	24	10	16	18	17	6
PALMDALE	90	94	97	52	109	68
PARACLETE	85	63	63	59	47	38
QUARTZ HILL	94	81	102	86	71	64
R REX PARRIS	0	0	0	7	0	1
ROSAMOND	37	24	32	35	44	42
TEHACHAPI	15	9	12	13	21	2
VASQUEZ	21	20	9	5	0	0
<i>OTHER:</i>						
MONROE						
SERRANO						
BURMINGHAM						
CALVERY CHAPEL CHRISTIAN						
CHARTER ACADEMY						
HOME SCHOOL	0	3	0			
OPPORTUNITIES FOR LEARNING						
JOSHUA CHRISTIAN						
PHOENIX						
PETE KNIGHT						47
UNKNOWN				30		10
	804	634	617	631	645	571
2006 Grand Total w/online						
2007 Grand Total w/online						

APPENDIX B

HIGH SCHOOL YIELDS 2002 - 2007

High School	Grad Class Size 02-03	AVC Freshman 03-04	Percent Yield 003-04	Grad Class Size 03-04	AVC Freshman 04-05	Percent Yield 04-05	Grad Class Size 04-05	AVC Freshman 05-06	Percent Yield 05-06	Grad Class Size 05-06	AVC Freshman 06-07	Percent Yield 06-07
Antelope Valley Adult	303	12	4.0%	149	9	6.0%	312	15	4.8%	64	3	4.7%
Antelope Valley Christian HS	25	3	12.0%	22	2	9.1%	24	0	0.0%	18	2	11.1%
Antelope Valley HS	327	151	46.2%	370	162	43.8%	409	136	33.3%	388	155	39.9%
Bethel Christian	17	8	47.1%	15	7	46.7%	17	4	23.5%	29	12	41.4%
Boron HS	39	1	2.6%	31	4	12.9%	37	6	16.2%	40	12	30.0%
Desert Christian	111	32	28.8%	88	43	48.9%	83	35	42.2%	95	38	40.0%
Desert HS (Edwards)	91	26	28.6%	76	30	39.5%	88	31	35.2%	78	25	32.1%
Desert Sands Charter School	124	4	3.2%	185	15	8.1%	128	10	7.8%	168	15	8.9%
Desert Winds HS	46	10	21.7%	53	20	37.7%	60	25	41.7%	48	29	60.4%
Highland HS	602	218	36.2%	644	259	40.2%	607	204	33.6%	730	284	38.9%
Lancaster HS	516	205	39.7%	440	215	48.9%	500	196	39.2%	489	251	51.3%
Littlerock HS	503	173	34.4%	491	153	31.2%	489	169	34.6%	509	185	36.3%
Mojave HS	53	23	43.4%	47	33	70.2%	79	27	34.2%	58	34	58.6%
North Edwards Cont	20	0	0.0%	27	1	3.7%	17	1	5.9%	24	0	0.0%
Palmdale HS	591	237	40.1%	558	225	40.3%	588	197	33.5%	483	193	40.0%
Paraclete HS	137	62	45.3%	148	53	35.8%	169	38	22.5%	174	50	28.7%
Quartz Hill HS	608	238	39.1%	613	268	43.7%	628	221	35.2%	669	286	42.8%
R. Rex Parris School	15	0	0.0%	45	1	2.2%	70	2	2.9%	60	11	18.3%
Rosamond HS	120	43	35.8%	129	51	39.5%	140	47	33.6%	165	63	38.2%
Tehachapi HS	291	19	6.5%	268	18	6.7%	244	19	7.8%	274	28	10.2%
Vasquez HS	108	1	0.9%	107	15	14.0%	119	14	11.8%	129	16	12.4%
Total Yields	4647	1466	32%	4506	1584	35%	4808	1397	29%	4692	1692	36%

One Stop Events

3/29/2007 5:45 PM

June 11, 2005 Summer Registration Event

Attendance	Signatures	Applications	Registrations	Orientation (Online)	Orientation (In-Person)	Assessment	Counseling	SEP
500+	240	300+	---	56	195	95	---	94

NOTES: This was our kick off event. We targeted high school graduating seniors and new home owners.

July 23, 2005 Fall Registration Event (Summerfest '05)

Attendance	Signatures	Applications	Registrations	Orientation (Online)	Orientation (In-Person)	Assessment	Counseling	SEP
---	---	210 person 86 online	491	16	51	---	320	106

NOTES: This event added the entertainment factor to the One Stop concept which we found not to be the focus of our participants. It was storming all around the valley but did not rain on the event itself. Participants made use of the services provided.

Dec 10, 2005 Spring Registration Event

Attendance	Signatures	Applications	Registrations	Orientation (Online)	Orientation (In-Person)	Assessment	Counseling	SEP
100	80	---	---	---	---	---	---	---

NOTES: Our target was probation students. Holiday season, not as successful for spring enrollment.

April 29, 2006 Summer Registration Event

Attendance	Signatures	Applications	Registrations	Orientation (Online)	Orientation (In-Person)	Assessment	Counseling	SEP
---	---	83	143 window 37 web	---	---	---	---	---

NOTES:

July 22, 2006 Fall Registration Event

Attendance	Signatures	Applications	Registrations	Orientation (Online)	Orientation (In-Person)	Assessment	Counseling	SEP
700	371	---	---	37	96	152	133	130

NOTES: Veteran's served 19 students, completed 3 SEP's and had 6 students register. Approximately 700 people attended the event. Kim is working on the numbers of applications and registrations. Students not allowed to register using banner. Continuing students registered, new students attended to the matriculation process. There were not enough counselors to move the lines. Deans and the VP began completing SEP's. Kelley was not in attendance. SOP in counseling was disrupted.

SUPER SATURDAY ONE STOP EVENT EVALUATION RESULTS July 28, 2007

Tasks Completed		How did you hear of the event?	
ASO	1	Radio	3
Student ID	17	Postcard*	17
Application*	33	Flyer	10
Assessment	28	Phone	2
Counseling	25	Friend	10
BOG	16	Web Page	5
Registration	23	Other	4
Online Orientation	18		
Parking Permit	3		
Pay for Classes	13		
	177		51
The time allotted was Sufficient		The process was easy to follow	
Strongly Disagree	4	Strongly Disagree	2
Disagree	0	Disagree	1
Agree	15	Agree	17
Strongly Agree*	28	Strongly Agree*	29
No Opinion	0	No Opinion	0
	47		49
Building/Rooms were easy to find		Web Registration process was easy to navigate	
Strongly Disagree	1	Strongly Disagree	2
Disagree	0	Disagree	1
Agree	15	Agree	10
Strongly Agree*	24	Strongly Agree*	26
No Opinion	0	No Opinion	7
	40		46
Wait times were reasonable		Knowledge	
Strongly Disagree	3	Poor	0
Disagree	2	Fair	2
Agree	10	Satisfactory	8
Strongly Agree*	28	Good	4
No Opinion	2	Excellent*	31
	45		45
Helpful		Courteous	
Poor	0	Poor	0
Fair	1	Fair	2
Satisfactory	3	Satisfactory	4
Good	7	Good	7
Excellent*	33	Excellent*	31
	44		44
Organized		Availability of Staff was Sufficient	
Poor	0	Poor	0
Fair	2	Fair	1
Satisfactory	6	Satisfactory	4
Good	2	Good	5
Excellent*	34	Excellent*	34
	44		44

SUPER SATURDAY EVALUATION

July 28, 2007

Targeted fall 07 registration and was held the Saturday after open registration began. This event was led by the Dean of Enrollment Services and was more focused on improved services rather than on growth targets since growth had exceeded expectations. The Welcome Center supported this event with staff, our historical perspective, and collection of data. Of the evaluations collected here are the results:

Tasks Completed		How did you hear of the event?	
ASO	1	Radio	3
Student ID	17	Postcard*	17
Application*	33	Flyer	10
Assessment	28	Phone	2
Counseling	25	Friend	10
BOG	16	Web Page	5
Registration	23	Other	4
Online Orientation	18		
Parking Permit	3		
Pay for Classes	13		
	177		51
The time allotted was Sufficient		The process was easy to follow	
Strongly Disagree	4	Strongly Disagree	2
Disagree	0	Disagree	1
Agree	15	Agree	17
Strongly Agree*	28	Strongly Agree*	29
No Opinion	0	No Opinion	0
	47		49
Building/Rooms were easy to find		Web Registration process was easy to navigate	
Strongly Disagree	1	Strongly Disagree	2
Disagree	0	Disagree	1
Agree	15	Agree	10
Strongly Agree*	24	Strongly Agree*	26
No Opinion	0	No Opinion	7
	40		46
Wait times were reasonable		Knowledge	
Strongly Disagree	3	Poor	0
Disagree	2	Fair	2
Agree	10	Satisfactory	8
Strongly Agree*	28	Good	4
No Opinion	2	Excellent*	31
	45		45
Helpful		Courteous	
Poor	0	Poor	0
Fair	1	Fair	2
Satisfactory	3	Satisfactory	4
Good	7	Good	7
Excellent*	33	Excellent*	31
	44		44
Organized		Availability of Staff was Sufficient	
Poor	0	Poor	0
Fair	2	Fair	1
Satisfactory	6	Satisfactory	4

APPENDIX C

Good	2	Good	5
Excellent*	34	Excellent*	34
	44		44



“I’m Going to College”, College Cash You do the Math: Monthly Budget (The Results)

Emily is going to college in three weeks. On average, students at her school spend \$352 a month for room and board in on-campus housing, \$50 for school supplies, \$136 for books, \$16 for lab fees, and \$55 for phone bills. How much can she expect to spend each month?

Room & board:	_____ \$352 _____
School supplies:	_____ 50 _____
Books:	_____ 136 _____
Lab fees:	_____ 16 _____
Phone bills:	_____ 55 _____
Total:	_____ \$609 _____

Out of 142 worksheets collected 124 (87%) derived the correct answer and only 18 (13%) did not.

Can you think of any other expenses Emily left out?

Among these answers were food, electricity, entertainment, health, tuition and transportation



"I'm Going to College", College 411 College 411 Quiz (Results)

1. What is college?
a.112 out of 160 derived the correct answer (70%)
2. What is a major?
a.130 out of 160 derived the correct answer (81%)
3. What is a college or a university?
a.130 out of 160 derived the correct answer (81%)
4. What is a community college?
a.114 out of 160 derived the correct answer (71%)
5. What is a vocational college?
a.120 out of 160 derived the correct answer (75%)



Evaluation Results		
	Attendees Grade Level	Count
	3	3
	4	80
	5	106
	6	8
	7	1
	10	1
	No Answer	14
	Workshop Ratings on a scale from 1-5, 5 being best	
Workshop	Ratings	Results
College 411	1	1
	2	4
	3	9
	4	53
	5	146
College Cash	Ratings	Results
	1	4
	2	3
	3	22
	4	28
	5	159
Outdoor	Ratings	Results
	1	0
	2	2
	3	12
	4	42
	5	142
Resource Fair	Ratings	Results
	1	0
	2	3
	3	5
	4	35
	5	124
Overall Event	Ratings	Results
	1	0
	2	1
	3	3
	4	35
	5	152

**AVC Welcome Back
August 6, 2006**

This one day event including breakout sessions covering the following topics:

- **Which way do I go? (Jill Zimmerman with Student) (2.4% attended)**
 - Learn how to get involved in campus life
 - Associated Student Organization
 - Inter-Club Council
 - Student Activities Council
 - Athletics

- **Money, Money, Money! (Sherrie Padilla) (48.7% attended)**
 - Learn how the financial aid processes work
 - What is work-study?
 - Scholarships...Who? What? When? How?
 - Transferring money to four year
 - Loans

- **Balancing your checkbook: Money Management (Amy Kasper, SunTrust) (7.3% attended)**
 - How to manage your money and make it work for you
 - Avoid debt; especially credit card tricks and high interest rates

- **Transfer anyone? (Jim Reddish/Audrey Moore) (14.6% attended)**
 - Find out how to transfer to a four year institution
 - What is an IGETC? CSU General Education Requirements?
 - Campus Tours
 - Dual Admissions www.assist.org and articulation agreements

- **Who's the Boss? (Dorothy Williams) (26.8% attended)**
 - Master your time and resources
 - Manage school, work, family, friends, etc.
 - Schedule development

- **“Career? Employment?... What's next? (Ann Steinberg/Career Center) (12% attended)**
 - If you are still undecided about your career interests come and *Discover* ways to narrow down your choices
 - Work Experience
 - Student Employment

- **Unplugged and Uncensored (Ambassadors: Students Ages 18-24 & Ages 25 and up) (41% attended)**
 - Students speak candidly about their life and times at AVC
 - How did they survive?
 - What would they do differently?

- Buying textbooks
- **My baby's going to college! (0% attended)**
 - A parent's guide for the college years
 - How to help you and your student transition from high school to college
 - How to help your student transfer to a four year
- **The Ultimate Road Trip: Survival Skills (Outsourced) (65.8% attended)**
 - Learn survival skills to be a successful college student
 - Learn how to maneuver through the your college career with grace and purpose
- **Campus Resource Fair (Math, Science, Engineering, AutoCAD, Drafting, Technical Education, Student Development, Relay for Life, Job Placement, Learning Center, IMC/Library, Welcome Center, Bookstore, Financial Aid, Registration, ASO, Health Sciences, Business Division, Student Health Services, etc.)**
 - Join us in the cafeteria during lunch to explore the departments, programs and services offer
- **Campus Tours (Student Ambassadors)**
 - Learn where your class will be held!
 - Take out your schedules and take notes as we introduce you to the campus!
 - Find out the hot spots on campus!

125 students participated and 41 evaluations were collected (33% return)

According to the evaluations, 80% agreed that the one day Welcome Week event was helpful and 92% agreed that we should repeat the event the following year.

HIGH SCHOOL COUNSELING WORKSHOP
EVALUATION RESULTS 2007

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Subject matter presented was effective	27	29	0	0
2. Time allocated for day was sufficient	22	30	4	0
3. Date of event was appropriate and timely	27	27	1	1
4. Presentations were made useful	30	26	0	0
5. Length of time fore each subject was sufficient	22	39	6	0
6. Amount of detail info was sufficient	17	38	1	0
7. Presenters were knowledgeable	18	38	0	0
8. I received relevant handouts on info presented	35	21	0	0
9. The AVC administrators, faculty and staff were courteous/helpful	45	11	0	0
10. This event was well worth my time/participation	33	23	0	0

Comments:**1. What did you enjoy most or find most useful at today's event?**

- Financial aid info, student engagement and lunch.
- Enjoyed student presentation.
- Liked having the deans come see us. Loved the table arrangement.
- Financial Aid and Academic Deans.
- Presentations on SOAR and ICAN
- Info from deans on programs, job outlook, salary etc.
- Financial aid info, ICAN, SOAR (Learning about all the programs available to current high school students.
- Made useful contacts, able to put names to faces.
- Great food. Excellent job on food by AVC staff. A lot of very useful info, good intro to the AVC environment.
- The student participation, Grant and program info.
- Q. & A. during the day
- Every piece of new info. This is very helpful to keep me informed.
- Dean presenters.
- Variety of methods in presenting info. Liked the room set up this year.
- I liked the student's presentation and the AVC showcase.
- New program info.
- Student involvement. The different departments that gave us an overview of their departments.
- Presentations on SOAR, title V and your technical programs.
- Little tidbits of info like stuff on financial aid and vocational programs.
- Financial aid.
- A variety of programs presented. The round table discussions.
- I enjoyed hearing more about the technical programs.
- The information presented was very interesting and useful.
- Very articulate and in depth insight, but brief. Student presenters, especially Tim Skinner, projections of growth and building, construction plans

- New projects and programs, as well as changes in financial aid.
- The info presented was very informative.
- I enjoyed hearing from the AVC students and academic Deans.
- The presentations of students.
- Financial Aid for low income, at risk students.
- Honors and Transfer alliance program.
- Financial Aid and online TV and AVC students.
- Variety, sense of humor of Jill and Michelle.
- The presentations were well done and the salad was delicious.
- Networking
- Information about the different programs.
- New program info.
- Good info, salad.
- BOG info and great financial aid website. I liked the virtual tour of the Learning Center.
- Student reports, Financial Aid.
- Great to hear from Students.
- Updates are always helpful.
- Handouts, Questions answered.
- Knowledgeable, nice staff.
- A wonderful event. The best yet. Hearing from students and hearing from the Deans.
- As a first timer, everything I heard was useful.
- I appreciate all the staff, including the counselors, attending the event and the information they presented.
- Financial Aid, TV video very useful, handouts about financial aid, hot topic round table, AVC showcase.
- Financial Aid, Deans comments.
- Words from the visiting Deans.
- Financial aid and SOAR
- Q & A
- Discussions and dispelling of myths. We probably only had 10 that were unique, so this could have gone a bit faster. Burning Questions and Answers were very helpful.

2. What did you find least enjoyable or useful?

- It was hard to sit in the same area for so long.
- Time
- Hot topic round table was too long. Many similar myths could be condensed, but Q&A was more beneficial.
- Extremes in temperatures, interruptions in flow of presentation.
- Sitting for too long.
- Learning Center virtual tour. Don't read to me, I'm a college Grad.
- Hot topic round table.
- Long lines for food.
- Myths and hard metal chairs.
- Comments from High Schools. It was necessary and good but redundant.
- The Learning job power point. It could have been presented more effectively colorful and shorter.
- The AC was very cold.
- The room was cold.

- Lots of settings.
- Working through lunch.
- cold room
- Working through lunch
- The presentation style wasn't very interactive. It seemed rushed.
- Too much on the learning center.
- hard chairs
- Reading from power point.
- Too much time spent on Financial Aid.
- Sitting on hard metal chairs.
- A bit too long, may have fun, hourly bathroom breaks.
- Sitting for too long.
- Virtual tour of the Learning Center was not virtual.
- Sitting too long in the same place. Maybe second half in new location.
- AVC myths
- I'm still sketchy on the transfer rates per student, like students who could have otherwise gone straight to four year.
- The 3 myths lasted too long.
- Learning Center virtual tour.
- Open question time.

3. What could the AVC staff do to improve the quality of the workshop?

- I thought it was very good.
- Focus more on what's new and relevant and less on marketing.
- Vocational Education outreach to students directly at their site.
- Have a motivational Speaker.
- Cut the sound and visual presentation.
- Please make sure that there is enough seating for all.
- Perhaps separate and different workshops addressing individual concerns.
- DVD presentations to promote college, tech departments handout.
- Set time limits for presenters, and attach microphone to presenters.
- Time for each presenter could have been distributed better, almost no time for scholarship info, but too much time for other speaker's topics.
- Maybe more breaks.
- I really enjoyed the tour last year.
- Might look at condensing info; half a day program.
- Water on the tables.
- More room.
- CD about the tech programs at AVC
- Make sure the PA system is working; that the room is a comfortable temperature.
- Allow more leg movement. We need breaks.
- Follow up of info.
- Plan a table for each high school which seats 8-10 people.
- Keep the tables. Good food. More meat on salads. Request Cokes for P.m.
- Maybe do it twice a year. Half the workshops.
- Too much, too fast. Need more breaks. Chance to walk, explore and not just the end of the day.
- Maybe have it 8-1.
- Keep focus. Some people just interject on everything. Not sure it's necessary.

- More handouts.
- The Staff did a great job.

4. Additional Comments (What would you be interested in seeing in next year's workshop?)

- Cooperative learning is great. Lunch was good.
- Maybe a different week than Cash For College.
- More tours; moving around the room.
- Please provide handouts/pamphlets that describe each divisions programs.
- I like the new room setup.
- I thought the info was very good.
- I enjoyed hearing from current students and their experiences here at AVC.
- Present more data to support the info. It was stated that the campus was safe however, I have read a couple newspaper articles that state otherwise.
- More details on dual admissions and programs with CSUN.
- DVD update of AVC. Come to AVC for our students, Dispel the myths.
- Lunch was wonderful.
- The information was well presented. I enjoy hearing about the progress of the school, the plans in the works sound good.
- Loved the set up of the room. The round tables are lovely. Soups and salad were amazing. We need to bring AVHS students to see the options for short term vocational training.
- Allow additional time for Financial Aid, it was too short.
- More stats on SOAR program, want student speakers from SOAR.
- Miss the formal tour. Enjoy seeing the teachers and their programs.
- I believe the workshop was well put together and gave me more insight as a new counselor to carry back to my students and the high school.
- More of the same. Good counseling info, Thanks Jill and Michelle!
- Dismiss tables for lunch, not all at once.
- It's really nice to have this relationship with AVC. Michelle and Jill you're great.
- Thanks you did a great job.
- Too close to Cash for College.
- Shouldn't have to come here twice in one week.
- More time spent on technical and trade programs. How can I earn a certificate degree? Time frame? Salaries?
- More financial Aid info. Have more info earlier on Cash for College.
- Develop a tour for ALT Ed. Emphasizing tech ed. Financial aid presentation for low income, socially at risk, foster care, low GPA. FAFSA is irrelevant to Phoenix HS grads. Phoenix tour all grads would tour from our schools. Need grammar school type field trip.
- I would like to see more information about specific programs/ programs at AVC.
- Maybe have each school site confirm a number of people planning to attend.
- Students of all types need to be able to see themselves at AVC. We would like a short, 10 minute or less, DVD that showcases the vocational programs at AVC. Have your multimedia students to reduce costs. We could use it with students in class rooms or parents in theaters.
- This was great, thank you very much.
- Lunch was great.
- Thanks for lunch.
- Need some energy from your speakers.
- Why did we stop giving assessment tests at the school site? That would be helpful.

APPENDIX F

-I thought it was better than last year. More comfortable. Burning questions were great. The information was practical. The only thing is the Cash for college is the same week; not good for many of us because we have to be out twice a week.

HIGH SCHOOL COUNSELING WORKSHOP
EVALUATION RESULTS 2006

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Subject matter presented was effective	26	17	0	0
2. Time allocated for day was sufficient	21	22	0	0
3. Date of event was appropriate and timely	23	20	0	0
4. Presentations were made useful	24	19	0	0
5. Length of time fore each subj. was sufficient	20	23	0	0
6. Amount of detail info was sufficient	20	23	0	0
7. Presenters were knowledgeable	34	9	0	0
8. I received relevant handouts on info presented	27	15	0	0
9. The AVC administrators, faculty and staff were courteous/helpful	34	9	0	0
10. This event was well worth my time/participation	30	13	0	0

What did you enjoy most or find the most useful at today's event?

- Being able to put names with faces, Ability to clarify items in relationship to specific offices, personnel
- touring the technical labs/different programs
- updated info, what's happening and what's "in the works"
- New information in general
- new info regarding admission, high school/college credit and new building projects
- Faculty information
- no presentation during lunch time
- visiting the classrooms
- nice seeing the faces that go with the different positions
- Visiting vocational education departments
- Initiative on the part of AVC to provide cutting edge academics!
- good lunch
- experiencing programs first time
- touring the Nursing building
- Honors program info
- Seeing/hearing speakers
- networking with other counselors/ time to visit
- intro to myAVC
- Financial Aid Info
- Transfer programs available
- planned and upcoming programs available
- Classroom instructor presentations
- Health Science. Departments

What did you find least enjoyable or useful?

- Sitting for so long
- would prefer only tours of new programs (e.g. MyAVC), other tours are redundant from years past

- Dr. Zimmerman talks too much
- too much walking
- AM session too long without a break
- low carb breakfast
- too many papers
- Seats a little too close together
- repetitiveness

What could the AVC Staff do to improve the quality of the workshop?

- a counseling component
- EOP Representative
- Transfer Representative
- Honors Representative
- Ice cream (!)
- Some visuals (pictures of new site areas, outreaches, etc.)
- tours of the Art rooms
- more time available for site visitation of vocational education areas
- keep time in SS150 to an hour or so
- less time sitting, more movement (lots of people agreed)
- arrange seats differently, many had their backs to the speaker
- power point presentations, informative video
- student input
- put the 15 min break a little earlier (9:30?)
- brochures on Vocational education programs
- protein with breakfast
- Make this an AM workshop only-8am-12?
- have yearly workshop for new counselors and PSTS
- have bi-yearly for everyone else

Additional Comments: What would you be interested in seeing at next year's workshop?

- have all new counselors come to AM sessions and returning counselors come to an afternoon session as info is redundant
- Liked workshop on Wed, breaks up the week
- individual sessions with AVC staff and each high school's counseling department (each school has individual needs)
- bring students to a tour of programs and options for 16 wks—2 years training (?)
- tours of other departments
- where was the counseling staff? What do they do?
- More tours in the following areas: Fire Tech, engineering, clothing/textiles, Auto Tech, Auto Body, Airframe & Powerplant
- for students: quick sheet on upcoming programs/maybe hot fields in the workforce
- presentation should end with lunch
- less crowded seating
- what does AVC do for at-risk students?
- Palmdale campus info
- learning center updates
- students presenting programs they enjoy, their transition from HS to AVC
- info about articulation/transfer agreements

- Student services
- Partnerships (?)
- Honors programs
- Have food carts available for students so they do not use cafeteria

**WELCOME CENTER
CAMPUS TOUR SURVEY**

TOUR GUIDE: _____

DATE OF TOUR: _____

NAME OF ORGANIZATION: _____

NUMBER OF STUDENTS: _____

Did the ambassador speak loud and clearly.?	Y	N
Did the ambassador give detailed information about each building?	Y	N
Did the ambassador connect with the students?	Y	N
Was the ambassador courteous and attentive to the students?	Y	N
Was the tour thorough and informative?	Y	N
Is there anything you would like to see that was not offered during the tour?	Y	N
Would you recommend this ambassador for future tours?	Y	N

HOW WOULD YOU RATE YOUR TOUR ON A SCALE FROM 1 TO 10? _____

1 = POOR 5 = MODERATE 10 = EXCELLENT

ADDITIONAL COMMENTS:

NAME OF REPRESENTATIVE

SURVEY MONKEY RESULTS FALL 2007

Date:		
Answer Options	Response Count	
	538	
<i>answered question</i>	538	
<i>skipped question</i>	0	
Age:		
Answer Options	Response Percent	Response Count
17 or younger	3.0%	16
18-20	24.6%	132
21-24	17.1%	92
25-29	13.4%	72
30-39	18.1%	97
40-49	14.5%	78
50	9.3%	50
<i>answered question</i>		537
<i>skipped question</i>		1
Gender:		
Answer Options	Response Percent	Response Count
Male	19.1%	102
Female	80.9%	431
<i>answered question</i>		533
<i>skipped question</i>		5
Ethnicity:		
Answer Options	Response Percent	Response Count
African American	17.3%	92
American Indian/Alaskan Native	2.3%	12
Asian	3.2%	17
Filipino	3.0%	16
Hispanic	27.1%	144
Other Non-White	3.8%	20
Pacific Islander	0.6%	3
Unknown	2.8%	15
White Non-Hispanic	39.9%	212
<i>answered question</i>		531
<i>skipped question</i>		7
Is this your first semester at Antelope Valley College?		
Answer Options	Response Percent	Response Count
Yes	22.8%	120
No	77.2%	407
<i>answered question</i>		527
<i>skipped question</i>		11

The Welcome Center helped you:		
Answer Options	Response Percent	Response Count
Apply for college	33.3%	171
Register for classes	46.9%	241
Find an office	30.4%	156
Apply for financial aid	33.3%	171
Find a class	21.6%	111
Tour	8.2%	42
Find an instructor	11.3%	58
Find an event	6.6%	34
Navigating myAVC	19.1%	98
General AVC Information	61.5%	316
<i>answered question</i>		514
<i>skipped question</i>		24
How many times have you used the services provided by the Welcome Center in a given semester?		
Answer Options	Response Percent	Response Count
1	29.4%	153
2	25.0%	130
3	18.5%	96
4 or more	27.1%	141
<i>answered question</i>		520
<i>skipped question</i>		18
What is your overall satisfaction with the services provided by the Welcome Center representative?		
Answer Options	Response Percent	Response Count
Very Satisfied	44.3%	231
Satisfied	50.8%	265
Dissatisfied	3.4%	18
Very Dissatisfied	1.5%	8
<i>answered question</i>		522
<i>skipped question</i>		16
The services provided by the Welcome Center met your expectations.		
Answer Options	Response Percent	Response Count
Strongly Agree	39.3%	205
Agree	55.7%	290
Disagree	4.2%	22
Strongly Disagree	0.8%	4
<i>answered question</i>		521
<i>skipped question</i>		17
Think of the ideal program for people in your situation. The services provided by the Welcome Center are very close to the services provided by the ideal program for people in your situation.		

Answer Options	Response Percent	Response Count
Strongly Agree	30.9%	160
Agree	61.1%	316
Disagree	7.2%	37
Strongly Disagree	0.8%	4
<i>answered question</i>		517
<i>skipped question</i>		21
The representative assisting you at the Welcome Center was very knowledgeable?		
Answer Options	Response Percent	Response Count
Strongly Agree	34.7%	180
Agree	59.0%	306
Disagree	4.6%	24
Strongly Disagree	1.7%	9
<i>answered question</i>		519
<i>skipped question</i>		19
The Welcome Center helped you with what you were trying to accomplish?		
Answer Options	Response Percent	Response Count
Strongly Agree	39.3%	204
Agree	54.7%	284
Disagree	5.2%	27
Strongly Disagree	0.8%	4
<i>answered question</i>		519
<i>skipped question</i>		19
Do you have a better understanding of the college process and procedures after utilizing the services provided by the Welcome Center?		
Answer Options	Response Percent	Response Count
Yes	88.7%	462
No	11.3%	59
<i>answered question</i>		521
<i>skipped question</i>		17
Comments and suggestions:		
Answer Options	Response Count	
	174	
<i>answered question</i>	174	
<i>skipped question</i>	364	

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No.	Response Date	Response Text
1	12/06/2007 21:00:00	I am glad to have a service such as the Welcome Center when I first attended AVC because there was much I did not know about the campus and its processes. This service is an asset to brand new students, current students, and prospective students.
2	12/06/2007 21:03:00	Keep up the good work.
3	12/06/2007 21:16:00	Very friendly people.
4	12/06/2007 21:31:00	No comments
5	12/06/2007 21:36:00	These students do not have enough information and they should be at the front door when people come into the lobby. They should help students on the computers and direct students in the lobby to the correct lines.
6	12/06/2007 21:50:00	It could help to better know where to find instructors, employees, or deans at avc.
7	12/06/2007 21:56:00	thanks
8	12/06/2007 22:06:00	I was suprised to get through the welcome center so quickly as I registered so last minute
9	12/06/2007 22:18:00	I think the welcome center is very helpful in providing information on both common and not so common problems.
10	12/06/2007 22:28:00	I have no idea what the Welcome Center is or where it is
11	12/06/2007 22:37:00	great staff
12	12/06/2007 22:41:00	I never used the wecome center. you dont have an option to pick that.
13	12/06/2007 22:50:00	Awsome people working at the welcome center
14	12/06/2007 22:51:00	They don't seem to be very happy there. They are sometimes rude and act like they do not want to be there. Try being a little polite with these students, they don't know what to do either.
15	12/06/2007 22:54:00	You're all doing a great job!!!
16	12/06/2007 23:02:00	Needed calendar information and was told it was available on the internet, but the person couldn't tell me anything about how to find it. Asked for the phone number to the Palmdale site. Was told that the phone number was on the paper schedule. Representative reluctantly asked someone closeby if they would get a copy of the schedule amd see of they could find the phone number to Palmdale. Maybe create an "information binder" of some kind as a quick reference resource so representatives could look at a "cheat sheet" for answers to FAQ's.
17	12/06/2007 23:08:00	I wasn't too happy with the wait time and the time it took for me to get things done once i had reached the counter. I understand being busy and having a hard day but i think things ran a lil more slowly than they could have.
18	12/06/2007 23:18:00	the welcome ceter guides you through every procedure effectively. with out them the experience of inrollment would of been very frustrating. thank you
19	12/06/2007 23:19:00	I previously attended CSUN and was confused about withdrawing, financial aid. it was horrible. I was an incoming freshman and everytime id ask for help they would send me somewhere else. This being a community college its services are outstanding. TThanks so much!
20	12/06/2007 23:19:00	To find the EOPS office - the welcome center sent me to the career center because they said they had never heard of EOPS
21	12/06/2007	I am very grateful for, the services in which the Antelope Valley College provides for all of

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	23:20:00	the, students. Thank you
22	12/06/2007 23:35:00	Great Job!
23	12/06/2007 23:40:00	They are always so nice and when I ask them a question they always have one for me.
24	12/06/2007 23:51:00	While this is my 1st semester, I have not used the Welcome Center yet. I'm not even sure I know where it is. I was able to navigate myself in preparing my registration material, books etc. Glad to know the Welcome Center exists for people who may need a bit of help.
25	12/07/2007 00:00:00	I love AVC
26	12/07/2007 00:06:00	N0 comment
27	12/07/2007 00:17:00	I didn't know we had a Welcome Center. Where is it?
28	12/07/2007 00:21:00	Everyone was very willing to help.
29	12/07/2007 00:23:00	Thank you for all your help and I will be in soon again for your help.
30	12/07/2007 00:25:00	None
31	12/07/2007 00:29:00	Good job guys! Thank you so much for all your help! See you next semester!
32	12/07/2007 00:33:00	I love the welcome center they are so helpful and so kind!!!!!!!!!!!!
33	12/07/2007 00:44:00	Welcome center has been a great help.
34	12/07/2007 00:57:00	i like the people
35	12/07/2007 01:03:00	I have gone to the welcoe center many times and each and every occasion I was able to accomplish what needed to be done with the aid of the front desk help.
36	12/07/2007 01:23:00	good job keep up the good work
37	12/07/2007 01:23:00	i feel the job provided by the center is a good thing to have for the first comer's and make's it easier.
38	12/07/2007 01:35:00	The welcome center, makes me feel part of the Antelope Valley College. They are true Marauders.
39	12/07/2007 01:47:00	regitration lines are extremely slow even if there are no students waiting! representatives would be extremely helpful if they stopped socialiing with each other while helping people and worked in a faster pace.
40	12/07/2007 01:52:00	Excellent job. Keep up the great job you are doing.
41	12/07/2007 02:14:00	I have very little contact with the welcome center.
42	12/07/2007 02:55:00	doing it big
43	12/07/2007 03:01:00	EVERYONE I have met, or came into contact with in the process of entering AVC, has been super!!! Friendly,courtious,and very informative. I was nervous to start school again after soooo long, but now,I am just plain EXCITED!!! And that is thanks to all the people on staff at AVC.
44	12/07/2007 03:13:00	Thanks! Keep the good work
45	12/07/2007 03:18:00	they were very helpfull with helping me find my class on my 1st dfay at antelope valley college!
46	12/07/2007 03:57:00	Most of the information I have received I have stumbled acrossed through trial and error or finding out through other means.

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47	12/07/2007 04:03:00	they are very nice although sometimes they are not well informed about services and locations. thank you
48	12/07/2007 05:00:00	The lines are so long they need to open up more spots and hire more people to shorten the financial aid line. that line takes about 2 hours.
49	12/07/2007 05:52:00	AVCC Welcome Center has been a great help on helping me focus and find out a career.
50	12/07/2007 06:04:00	maybe a little bit more of information
51	12/07/2007 06:20:00	Keep the great work up and thanks alot for your kindness. Have great and happy holidays
52	12/07/2007 06:47:00	Whoever works there shouldn't be playing with their cell phones. Or shoudln't be kidding around with co-workers. Maybe they could help us with something while we are waiting in the longest line.
53	12/07/2007 07:05:00	Great Job!
54	12/07/2007 08:11:00	The welcome center is a GREAT! place. It helped me find an instructor that was basically impossible to find.
55	12/07/2007 13:42:00	Need more security during night school on campus.
56	12/07/2007 15:01:00	thank you for a v c
57	12/07/2007 16:22:00	THE WELCOME CENTER IS A NECESSARY SERVICE AT THE COLLEGE. NEW STUDENTS, STAFF, AND COMMUNITY BENEFIT FROM THE INFORMATION PROVIDED. THANK YOU
58	12/07/2007 16:54:00	I have never visited the welcome center. This survey simply showed up in my email.
59	12/07/2007 16:54:00	Yo mamma on FIRE!!!
60	12/07/2007 17:11:00	I work in a department on campus and receive many calls from the Welcome Center (Outreach?); however,they have incorrect information when they call my division. I would like to suggest you update your workers as they can't be effective if they have incorrect information.
61	12/07/2007 17:13:00	n/a
62	12/07/2007 17:21:00	No I think the people in the welcome center are very helpful. I suggest though that there be better class descriptions when you are first starting out. I chose Computer Graphics and Computer networking because I wanted to see which one was for me. If I would have had a better description and maybe even a success rate of the people who get into the field I would have chosen just Networking. although I passed both classes with A's it took some experience with my class mates and teachers to find out.
63	12/07/2007 17:27:00	Train your staff better
64	12/07/2007 17:44:00	Group orientation for new students verses on-line
65	12/07/2007 18:10:00	the center serves its purpose. I do not always need to use the services, but I am glad they are provided in the event I can't figure it out on my own.
66	12/07/2007 18:11:00	Thanks for all the encouragement
67	12/07/2007 18:24:00	have representatives more business like not doing personal business while working front desk
68	12/07/2007 18:26:00	good job
69	12/07/2007 18:33:00	This is a very useful service with a kind, patient, and helpful staff.
70	12/07/2007 19:10:00	The staff is very helpful and efficient to give the proper information and answering questions.

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71	12/07/2007 19:32:00	could you somehow get the links to work as well on all the avc e-mail as this one did Thank you Mary K Allen
72	12/07/2007 19:54:00	The counseling office is unfortunately very disoriented. Many of our counselors are too busy that they do not take the time to assist our students properly. From what I have observed, it's a get in and get out situation. Our counselors need to focus more in detail for our students. "Success through others.";
73	12/07/2007 20:06:00	My questions were answered and I was satisfied
74	12/07/2007 20:30:00	You're doing great, keep up the good work!
75	12/07/2007 20:46:00	I'm grateful for the Welcome Center keep up the good work and thank you to all the staff
76	12/07/2007 20:54:00	na
77	12/07/2007 21:54:00	Customer Services is virtually unexisting there, perhaps a thorough training for associates would create a better experience for a future customer
78	12/07/2007 22:28:00	i think that the welcome center is great, they always have friendly people there to always help you and they always greet you with a smile. keep up the good work
79	12/07/2007 22:34:00	I DIDN'T USE THE WELCOME CENTER, SO I'M NOT REALLY SURE.
80	12/08/2007 00:18:00	I feel that the employees could have been a bit more joyious in their welcoming. I received poor accomodations on my visit to the welcome center. overall i feel that a simple smile provides more help... even if it's been a long day.
81	12/08/2007 01:54:00	The Welcome Center was very helpful and I truly appreciate that, thanks.
82	12/08/2007 01:54:00	The welcome center provides good service, but I think that more workers are needed, specially at the beggining, and towards the end of every semester. Also the hours that the Welcome center is closed, i think that for the first three weeks at least the office should be kept open for atleast a couple of hours longer. Also the cashiers office, I think the two wondows that are there the mojority of the time should both be used. Yet, overall good service.
83	12/08/2007 02:14:00	I found the welcome center to be very helpful in assisting me with my questions
84	12/08/2007 02:16:00	keep up the great work!
85	12/08/2007 05:22:00	I didnt even know that there was a welcome center.
86	12/08/2007 07:22:00	you might need more counselors on duty at the welcome center, to handle inquiries.
87	12/08/2007 07:48:00	N/A
88	12/08/2007 16:45:00	I love the web-site. The Welcome Center assisted me through it at first and now it's awesome! Thank You!!!
89	12/08/2007 18:06:00	I hope that the welcome center continues to give knowledgeable services to all students regardless to age, race or social status.
90	12/08/2007 18:08:00	Need to be more understanding and have more patience. Not everyone comes from a average H.S and may not be familiar with school procedues and registration aspects eg;get the classes/teachers you want,financial aid paper work or online paper work,college is very intemidating at first and some people may give up due to the help they first hence the welcome center
91	12/08/2007 20:49:00	Merry Christmas
92	12/08/2007 21:31:00	Keep it up.

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93	12/08/2007 21:41:00	thank you.
94	12/08/2007 22:43:00	BEING MORE ORGANIZED.
95	12/09/2007 00:02:00	The welcome center really did make me feel welcome when I needed to know how to get around the college. I really like the people there now, and it seems that they are always making new improvements. Keep up the Good Work!!
96	12/09/2007 00:34:00	When I went to the welcome center, there was one helpful person, and one not. I walked up to ask a question about registration, and the first person just told me, "Look it up." I had already tried that and failed. But when another person heard the unhelpful person's advice, she came over and helped me IN DETAIL, like i thought the 1st person should have. So, the unhelpful person must have been having a bad day!
97	12/09/2007 01:56:00	they help you so far i have no problems with them
98	12/09/2007 03:05:00	Keep up the good work
99	12/09/2007 03:17:00	cotinue to provide the services that you are given, it has been very helpful to me and my daughter. i'm sure the services will be helpful to others in the future. Thank you again for providing such excellent services. Will keep in touch, Robin a very satisfied student at A.V. College.
100	12/09/2007 04:55:00	The welcome center was very friendly and answered every single question i had. thank you
101	12/09/2007 05:48:00	have not used the welcome center
102	12/09/2007 05:56:00	I think new students need more help when they come for first time....
103	12/09/2007 07:46:00	need to make new students more aware of my avc and its importance. also how to navigate it. maybe a tutorial?
104	12/09/2007 18:22:00	Maybe a bigger staff.
105	12/09/2007 18:38:00	I am a blind student and have no idea if any of the answers to the above where accepted. There was no indication if when I pressed either the space bar or enter on the graphics such as "strongly agree" had any effect. So I hope that my survey was helpful.
106	12/09/2007 20:32:00	no comment
107	12/09/2007 21:05:00	I was very satisfied with my experiance. The only thing that could have been better is a shoter wait in the cashiers line, but it was right at lunch time.
108	12/09/2007 22:27:00	Overall the information that was provided was very beneficial.
109	12/09/2007 22:48:00	The people that I have experienced in the Welcome Center did not seem to be very knowledgable at al and when I needed their help, a lot of the time they acted as if it was inconveniencing them! Like it wasn't their job or something. I have run into everything from them being on the phone to reading. They just weren't very personable. In contrast, the people over at the Financial Aid desk were very helpful and knowledgable as well as efficient. They seem to be the only ones there who know what they are doing. Finally, I would just like to point out then when I first registered a couple of years ago, I advised a counselor that I wanted to major in Music Education. She said that I could just major in Education and that I did not need to major in Music. She advised me to take all general ed courses and then to get my teaching credential. Later, I found out that I would need to be in the music program as well and ended up being stuck with 18 credits that first semester. (The couselor's exact coment about majoring in Music was that her brother is a musician, and he never got a degree for it.) I would just suggest either getting a counselor that can specialize in students trying to go through the music program, or for them to reccomend we speak directly to the music department for questions on curriculum requirements.
110	12/09/2007	Very helpful and nice people

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	23:10:00	
111	12/09/2007 23:32:00	No Comment
112	12/10/2007 00:40:00	very helpful
113	12/10/2007 01:51:00	The Welcome Center tries to help assist as much as possible, when they do not know the answer they will transfer you to someone who does or ask someone, which is very helpful.
114	12/10/2007 03:00:00	I am impressed with the Welcome Center Help.
115	12/10/2007 03:58:00	I am very satisfied with the welcome centers help..
116	12/10/2007 05:28:00	KEEP UP THE GOOD WORK!!!!
117	12/10/2007 05:52:00	good job
118	12/10/2007 05:56:00	The welcome center can help student with directions to all departments.
119	12/10/2007 07:21:00	They were very helpful in assisting me since I had no knowledge of were to go and what to do since I am the first in my family to attend college.
120	12/10/2007 07:47:00	please keep up the good work. many students are happy to know that your good service is always available! thank you!!!!
121	12/10/2007 08:38:00	The welcome center should be more organized. People usually sit there for hours during registration due to not knowing which line to get in. If they do then it takes for ever because the lines are all over the place. Also, more people need to be present during registration. Not one person in financial aid - while theres 8 people in line waiting.
122	12/10/2007 19:50:00	It was really a great experience because they were very welcoming and knowledgeable with everything that is to know with the college.
123	12/10/2007 20:09:00	I kinda all ready know what lam doing by know. But whenever i have a question i know to go there first because they will either answer the question or head in the direction to get the correct answer.
124	12/10/2007 20:45:00	Av College Welcome Cnter is very helpful and inviting.
125	12/10/2007 22:13:00	Instead of the person in the front saying that they don't know the answer, they should push to find it.
126	12/10/2007 23:09:00	their services have been helpful in my time of need thank you to who ever helped me
127	12/11/2007 00:13:00	I think the personal services are great. I also think the online services are very useful
128	12/11/2007 01:30:00	Doing a wonderful job. Keep it up..
129	12/11/2007 01:46:00	None
130	12/11/2007 02:02:00	People were patient and very helpful. they were encouraging when they recognized an instructor they had personally taken. I appreciate the help whenever I needed questions answered.
131	12/11/2007 02:14:00	Every time that I used there services, everything worked out better and faster than it would have if I didn't go see them.
132	12/11/2007 02:16:00	the people working in the welcome center are very nice and they helped me get started in college and told me all the steps that i needed to take and where to find all the other services.
133	12/11/2007 02:27:00	The staff should be a bit better informed about holds on classes because I had to talk to a few different people to get the help I needed in taking a Calculus class, but I did eventually get the problem taken care of and I believe the staff members involved learned a few things as well.
134	12/11/2007 02:29:00	Friendly and Helpful

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135	12/11/2007 02:37:00	The welcome center does not work at all for me. I am trying to sign up for classes on-line, but am not able to do so. I have been trying to make an appointment to meet with a counselor, but have not been able to do so. It seems no one is available to return phone calls or emails.
136	12/11/2007 02:38:00	Giving students day planners is a great idea! I love that the day planners include important dates that are important to know during each semester. I also love that it helped me save a few bucks!
137	12/11/2007 03:04:00	i got the help i needed
138	12/11/2007 04:19:00	Very helpful and understanding
139	12/11/2007 05:08:00	The representatives have always been quite pleasant, the only exception to this was registration for fall 2007. I just wrote it off to a bad day on the reps part.
140	12/11/2007 05:15:00	the welcome center is usually staffed with people that are too busy talking to eachother or on the phone to answer you timely. Also, if they answer your question, they make you feel stupid for asking.
141	12/11/2007 19:30:00	For the registration days put extra people.
142	12/11/2007 20:33:00	n/a
143	12/11/2007 22:49:00	i believe that if it wasnt for the welcome center that i would have no idea where to go or where to get certain things that i may have needed.
144	12/12/2007 02:04:00	Great job, thanks!!
145	12/12/2007 04:27:00	no comments needed
146	12/12/2007 06:19:00	I think they are doing a good job.
147	12/12/2007 16:09:00	The Welcome Center Rocks!
148	12/12/2007 18:08:00	great welcome center, both the main campus and the palmdale site
149	12/12/2007 21:53:00	They are helpful but not welcoming.
150	12/12/2007 23:55:00	If the welcome center is the registration office then the only complaint that I would have is that it can be very very crowded.
151	12/13/2007 15:36:00	Everyone is very helpful
152	12/13/2007 19:12:00	Sometimes there is not Spanish speaking people in there.
153	12/13/2007 19:27:00	There's nothing wrong with the way things are ran, however, the people wouldn't help me with some of my questions and didn't seem very knowledgeable in their profession. Other than that the service is great.
154	12/13/2007 19:53:00	When it is not busy it is easier for the service desk to assist one in searching for classes than to leave the desk, if a particular class is not available for a certain class than to leave, search and come back. They have the info already on their screen I think its faster less stressful on the student I mean if they already have the schedule up, and its not busy and there 4 others their to assist if anyone else make the line I think it would only be simple courtesy to assist the student in finding the next available class.
155	12/13/2007 23:37:00	I have a better understanding after walking through every single line in the student services building. I was very frustrated my first time there. I bet a lot of students feels the same way. I don't know if the workers are students or permanent full time employees, but I do know that they need some training on how to care for student needs.
156	12/14/2007	MOST OF THE TIME THEY ARE COURTEOUS AND HELPFUL AND IF THEY DO NOT

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	00:22:00	KNOW THE ANSWER, THEY GET SOMEONE THAT CAN. I FIND THIS DEPT. HELPFUL TO THE NEW STUDENT SINCE THE CAMPUS IS LIKE A FOREIGN COUNTRY...PER SAY...THANKS FOR YOUR SURVEY.
157	12/14/2007 02:04:00	They do a good job. Very exceptional at the Palmdale site.
158	12/14/2007 02:11:00	Great Experience
159	12/14/2007 04:08:00	THANKS!
160	12/14/2007 14:21:00	This is a very bad method of gathering your data. There isn't an option for "I didn't use this service." It's a poorly devised method for obtaining your statistics using a black/white falacy type of deal.
161	12/14/2007 16:14:00	They should have another person helping out, specially on the busy times during registration time.
162	12/14/2007 22:15:00	Keep up the good work!
163	12/15/2007 06:42:00	Very helpful.
164	12/15/2007 23:25:00	They answered all my questions and helped with everything I needed.
165	12/16/2007 08:09:00	One thing I found wrong was certain reps gave me different information and i did not know which was correct.
166	12/17/2007 04:30:00	There was one lady who appeared to be having a bad day and she had an attitude to match. Other than that ..no complaints. The Welcome Center has been very helpful to me.
167	12/17/2007 04:43:00	Thank you for lots of aids
168	12/17/2007 18:09:00	the people at the welcome center are very helpful
169	12/17/2007 19:25:00	If you could, please develop a better waiting line pathway so that not everyone gets squished in together. I know that the Welcome Center building is small, but there are things that could be moved to provide an easier way to get to that Welcome Center employee to assist your individual needs!!!
170	12/17/2007 23:39:00	none
171	12/18/2007 05:09:00	i feel that avc welcome center provides the thing you need to get through the process of getting ready for college
172	12/18/2007 05:43:00	The welcome center helped me find the right lines to stand in in the administration office, such as the financial aid line and the counseling line.
173	12/18/2007 09:45:00	Having the Welcome Center makes it easier in college
174	12/18/2007 21:16:00	This is a very quick way to get info without standing in the wrong line and waiting.



<u>Vendor Setup</u>	
7:00 am to 8:00 am	Vendor Registration and Table setup
<u>Kick Off Rally!</u>	
7:15am to 8:00am	Participant Registration (Tracked class schedule, Lowe's Big Buck, snacks)
8:00am to 9:10am	<p>8:00 am Welcome, Michelle Hernandez, Director of Community Outreach</p> <p>8:10 am Flag Salute, Girls Scouts</p> <p>8:20 am Welcome (5 min. each): Dr. Jackie Fisher, President of Antelope Valley College Mr. John Sayre, District Manger, Lowe's Home Improvement Mayor Jim Ledford, City of Palmdale Mayor Henry Hearn, City of Lancaster</p> <p>8:45 am AVC Cheer team and Mascot</p> <p>8:55 am Class Rules, Michelle Hernandez</p>
9:10am to 9:20am	Snack Pick-up and Travel Time
9:20am to 9:50am	Presentation: College 411, College Cash, Outdoor Classroom
9:50am to 10:00am	Travel Time
10:00am to 10:30am	Presentation: College 411, College Cash, Outdoor Classroom
10:30am to 10:40am	Travel Time
10:40am to 11:10am	Presentation: College 411, College Cash, Outdoor Classroom
<u>Lunch/Resource Fair</u>	
Entertainment:	11:30 pm Antelope Valley Indian Youth Dance Team



11:10am to 12:10am	11:40 pm Nikia Knight/ Angela Jackson-Brown, prize giveaway 11:50 pm Ryan Ward, Lowe's (explain Lowe's Ed Grants) 12:00 pm Golden Steps Youth Performance 12:10 pm Dragon Dance
11:10am to 12:30pm	Backpack Retrieval
12:10pm to 12:30pm	Wrap up Rally (Library Plaza)! Speaker: Michelle Hernandez, Director of Community Outreach IGTC Scholarship giveaway: Steven, SMARK apparel Prize giveaway Committee members (Thank you and Goodbye's)

Sample List of Links to the Community via Outreach

Number of Potential Contacts Total:

Year	Total
2005-2006	259,635
2006-2007	270,695

Events and Activities Include:

Summer/Fall Events

One Stop Registration Event	700
Jethawks Baseball games (2)	1000
Thursdays on the Square	8500
Grace Resource Center-College presentations	225
AV Fair	62000
Quartz Hill Street Festival	1000
International Heritage Festival	700
Celebrate Downtown Lancaster/Walk of Honor	2500
Palmdale Fall Festival	20000
College Information Night	2500
Parent University (PSD)	75
Almondale Middle School Campus Tour Series (8)	500
ROP Nursing Campus Tour Series (2)	60
College presentations to AVHS, QHHS, HHS, PHS, ROP, Rex Perris	150
AV Christian College Fair	250
AVYCC Youth Summit	150
Festival de las Americas	500
Dias de los Muertos	500
Holiday Parades (Lancaster/Palmdale)	7500
Financial Aid Workshops	120
Grizzly Camp	120
Welcome Tables	12000
AVC Craft Fair	500
AVC Job Fair	1200
AVC Auto Day	100
Rock-n-Gem Round Up	5000
Camp Mendenhall	500
AV Migrant Education Program	500
Lancaster Community Hospital Benefits Fair	200
Aviation Appreciation Day	500
AVC Open Saturday Event	200

Intersession/Spring Events

Cash for College	1200
High School Counselor Workshop	60
High School Orientations	800

APPENDIX J

Financial Aid Presentations (PHS, Knight)	120
Community Day	500
500 Women in White Event	300
Foster Youth Workshop	50
Lancaster City Poppy Festival	36000
Celebrate Downtown Lancaster/Walk of Honor	2500
Almond Blossom Festival	10000
Salute to Youth	3000
Board of Trade Outlook Conference	1500
Math Odyssey	300
Engineering Week	120
Vasquez College Fair	300
Palmdale HS College Fair	300
El Nido presentations	45
Tamale Festival	5000
HS Graduation Events (new series)	4000
Outreach to Continuation/Adult School populations	50
Edwards Air Show	50000
Welcome Tables	12000
Black History Month Events	500
AV Women's Conference	1200